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ABSTRACT

This report sets forth the Office of Education's activities for 1973. The report first discusses the condition of education under the headings of finance, educational quality, and equal access to education. In this section are discussed the impacts of major Supreme Court cases. In addition, Office of Education administration activities are discussed. The report next discusses the role of advisory committees and councils and describes the administration of Public Laws 81-815 and 81-874 dealing with Federal assistance to districts financially burdened as a result of new or expanded Federal activities in their areas. An appendix lists advisory committees by function and provides 1973 membership rosters and a list of meeting dates. (JF)

JUL 9 1974

# ANNUAL REPORT OF THE U. S. COMMISSIONER OF EDUCATION

March 31, 1974

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**U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE**
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**Office of Education**
John Ottina, *Commissioner*

Submitted to the Congress by the U.S. Commissioner
of Education in accordance with Section 422
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THE COMMISSIONER'S ANNUAL REPORT
March 31, 1974

PART I

## THE CONDITION OF EDUCATION

Pragmatism has become the watchword of the Nation's schools and colleges. Buffeted by rising costs, seeking ways to meet both the letter and spirit of recent court decisions, challenged by minorities and women to provide equal access to learning and faculty positions, and questioned on all sides about the relevance and quality of instruction, education has undergone intense self-examination in the early 1970s. The process has been healthful although frustrating and, at times, painful.

Whether considering a 5th grade curriculum, an off-campus degree program or inservice training for teachers, educators are confronted by basic queries posed by the new pragmatism: Will this help students to acquire the essential skills for lifetime learning, productivity, and self-fulfillment? Will it give all students an equal opportunity? Can we afford it?

School and college administrators express reserved optimism, however, over indications that the critical issues that have surfaced are being faced squarely if not yet resolved. States are providing increasingly strong leadership and support -- a role that will be further strengthened as States gain more decision making authority over expenditure of Federal education dollars.

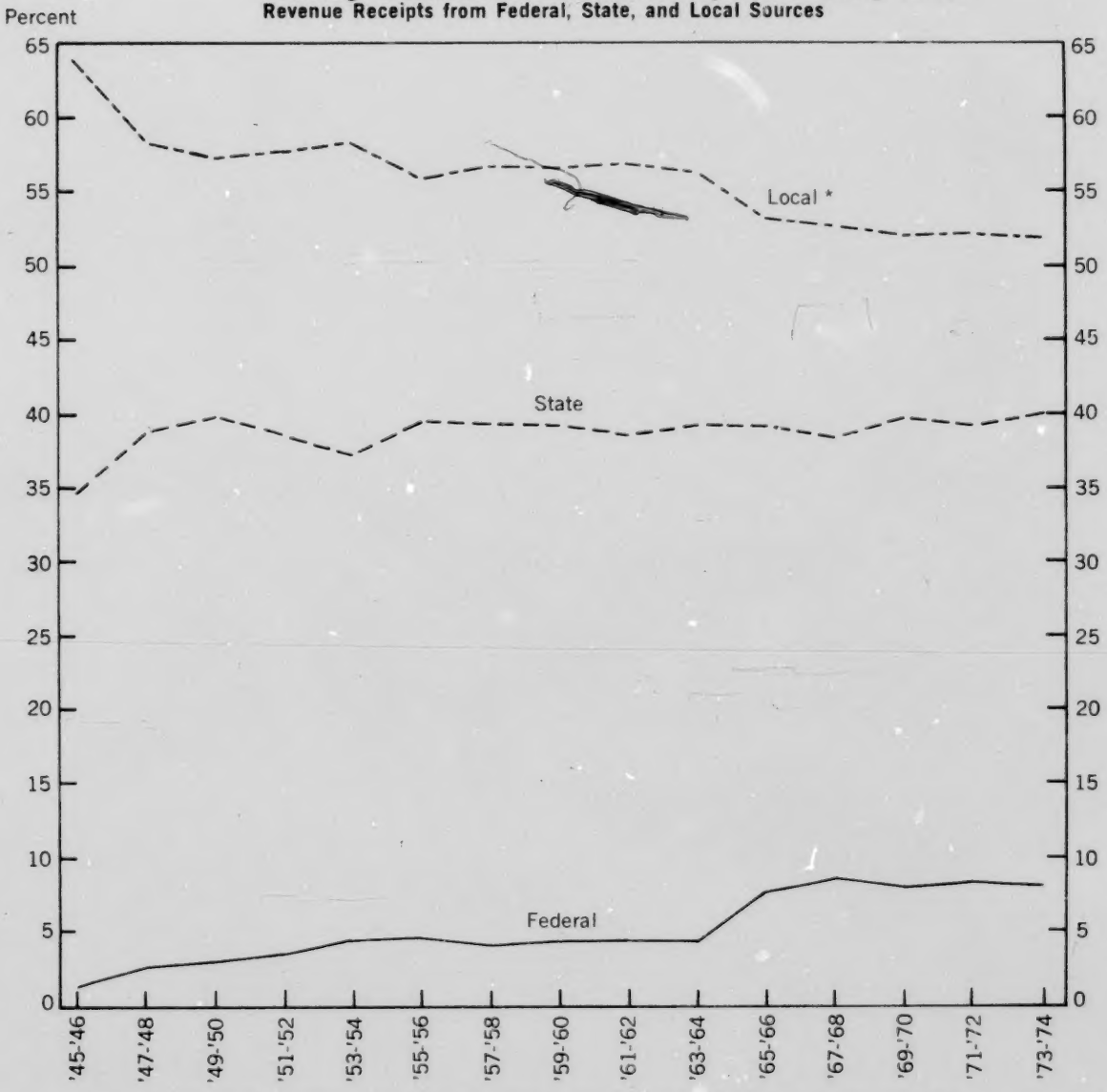
## THE FINANCIAL PICTURE

### Elementary and Secondary Education

America spent a record $52 billion on public elementary and secondary education in fiscal 1973, far more than any other country. Of this total, 51 percent came from local revenues, 41 percent from State funds, and 8 percent from Federal resources (Chart 1). Yet many school districts were hard put to make ends meet as inflation and higher teacher salaries more than offset the savings caused by declining enrollments in the primary grades (Chart 2).

As one way to aid local communities, States in 1973 passed on to education 65 percent of the $2.8 billion they received in FY 1972 Federal general revenue sharing funds. In addition the Office of Education (OE) channeled

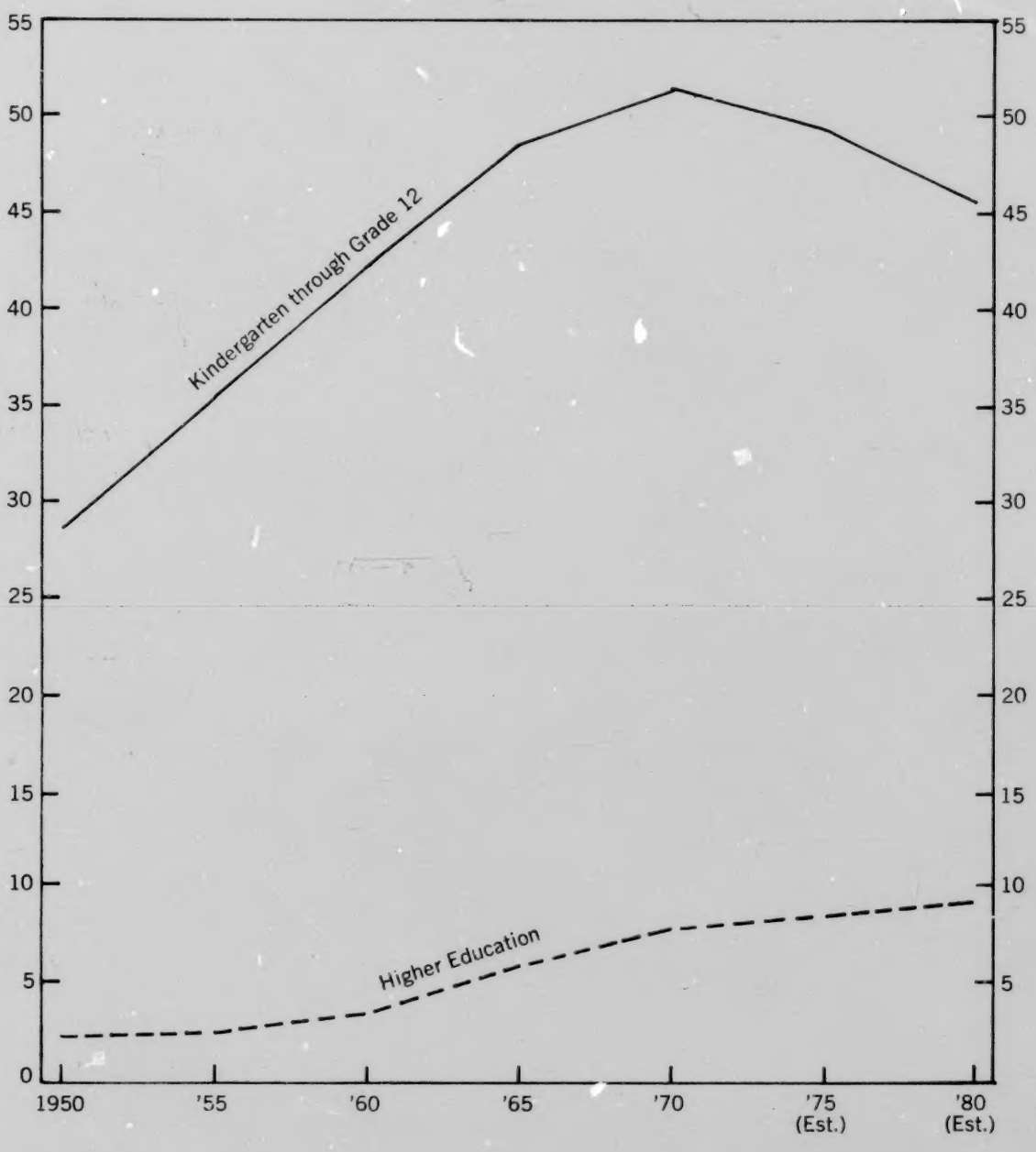
**CHART 1—SCHOOL REVENUE RECEIPTS**
**Percentage Distribution of Public Elementary and Secondary School Revenue Receipts from Federal, State, and Local Sources**




* Includes minor amounts, less than one percent a year, from such other sources as gifts and tuition and transportation fees from patrons.

**CHART 2—Enrollment in elementary and secondary schools and in institutions of higher education, 1950 to 1980**

(In Millions)



$3 billion to public education through various categorical programs, principally to assist disadvantaged children in grades K-12.

By court action and State law, the Nation moved closer to equalizing funds spent on 46 million public school children. The issue is "discrimination by wealth" -- a condition that results in more educational services to children in affluent districts than to children in poorer districts simply because local tax revenues that support schools are greater in the richer districts. Spurred by State court cases, notably Serrano v Priest in California, 11 States have passed major legislation requiring equalization of per pupil expenditures across local districts. Legislatures in other States are considering similar action.

The Supreme Court in Rodriguez v. San Antonio Independent School District found that Texas is not in violation of the equal protection clause of the Fourteenth Amendment in its heavy reliance on local property taxes to finance public schools, even though this method results in substantial inter-district disparity in per pupil expenditures. However, State courts, interpreting State constitutions, appear to be heading toward equalization decisions.

What do do about the declining financial position of church related and other private schools remains a puzzle. On constitutional grounds, the Supreme Court has invalidated statutes of New York and other States which aided non-public schools. The Barrera v. Wheeler case, currently before the Court, raises the question of whether Federal aid to non-public students as authorized by Title I of the Elementary and Secondary Education Act and as proposed in other legislation now pending in Congress is a violation of the First Amendment requirements for the separation of church and State.

Non-public schools close at the rate of one a day, and the President continues to seek a constitutional way of providing aid to alleviate their plight. The Office of Education has sought through conferences with public and non-public school superintendents, a policy statement to the chief State school officers, and other actions, to enhance the opportunities for equitable non-public school participation in OE-administered programs where the law provides for it.

Postsecondary Education

Some colleges and universities also face severe financial problems. The National Commission on the Financing of Postsecondary Education, in its December 1973 report, made the distinction in one of its conclusions that the "postsecondary education enterprise" is not in financial distress, but it added that "if present patterns and conditions of financing continue, there is a high probability that such distress will occur in several sectors of postsecondary education."

Seventeen small (and some large) private colleges closed their doors in the 1972-73 academic year, bringing to 61 the number of closings in 3 years.

Forced to re-examine every cost factor from a single vantage point--how to regain fiscal stability without sacrificing academic quality--many institutions have managed to turn the tide. In some cases, this has been achieved by cuts in staff, in student scholarships, in course offerings, in facilities, and even in satellite campuses. At the same time, many institutions have adopted some of industry's management techniques. The result should be more effective planning, program and staff evaluation, student enrollment forecasting, and operational cost analysis.

Students have been unexpected beneficiaries of the financial belt-tightening. With a half-million vacant seats, higher education has turned 180 degrees, from a selective seller's market to an aggressive buyer's market. In 1973, colleges became active recruiters, using techniques ranging from mail canvasses to sidewalk interviews. Fully one fourth of all colleges and universities used a new student search service offered by the College Entrance Examination Board, which provides names and addresses of high school students who participate in its college aptitude testing programs.

Federal efforts to help students pay for postsecondary education intensified in 1973 with a new Basic Educational Opportunity Grant program for needy students and the establishment of Sallie Mae -- Student Loan Marketing Association -- which provides cash to banks to provide more low interest guaranteed loans for middle income students.

## THE QUALITY OF EDUCATION

Apart from finances, perhaps the most fundamental current issue in education revolves around two imprecise words: Relevance. Quality.

### The Public View

According to a Harris survey, public confidence in education declined 39 percent in the 5-year period 1966-71, a situation that is not allayed by the fact that confidence in banks, retail stores, and major industries declined even more.

What happened? Some answers may be found in a recent, more detailed Gallup survey, at least in regard to elementary and secondary schools. This survey indicates that the public, too, is taking a pragmatic approach. Asked the chief reasons people want their children to get an education, respondents ranked "to get a better job" the most important, "to get along with people" a close second, and "to stimulate their minds" fifth.

If this is an accurate reflection of public attitudes, it helps to explain the widespread endorsement of Career Education, a concept advocated by Sidney P. Marland, Jr., former Commissioner of Education, and strongly endorsed by President Nixon. Career Education helps children to think about and plan for their adult life from the elementary grades on, so that, ideally, every student leaves high school or postsecondary education prepared for a self-fulfilling career and rewarding life style. Encouraged by OE-supported demonstration projects and the response of their own legislature, many States are in the process of implementing Career Education programs in local school districts. The legislatures in at least 10 States have mandated Career Education in the schools. Some communities are using local resources to introduce the concept at all grade levels.

Recent college entrance test results have generated renewed debate about the quality and suitability of elementary and secondary programs. High school students on the average are scoring considerably lower today on college entrance examinations than students in the mid-1960's, according to the two major testing services. The American College Testing Program and the College Entrance Examination Board report that verbal scores are down significantly more than mathematical scores. The testers point out, however, that a larger number of under-qualified students now take the tests than a decade ago, thus pulling down the averages. Of greater concern, to parents and educators alike, is one apparent cause of the decline in verbal scores: Research suggests that verbal ability has more to do with a young person's home life and outside activities than with what is learned in school. Today's students, the experts say, spend more time watching television than their predecessors and less time reading and conversing.

Regardless of whether the school curriculum is a factor in the test score decline, parents appear to want greater emphasis on basic skills in the primary years -- on reading, writing, and arithmetic -- according to the Gallup survey mentioned above.

Figures for 1972, the latest available, show that 49 percent of that year's high school graduates went directly to college, compared with 55 percent in 1968. Even counting young people who waited a year or two to enter college, the relative decline is evident. The dropoff was mostly among men and was caused in part, it is thought, by the end of the military draft, rising tuition costs, and the sluggish job market for college graduates. Many young men turned instead to postsecondary training centers for vocational and technical skills that have market value.

In an effort to make their programs more relevant to the needs and aspirations of today's students, 4-year institutions are offering

such innovations as external degree programs and credit for work experience. To attract more part-time students, many smaller colleges have started morning cultural enrichment programs for housewives and retirees, evening career enhancement programs for full-time workers.

## Teacher Supply

Apparently influenced by nationwide publicity about the shortage of teaching jobs, fewer students are now entering undergraduate teacher preparation programs than in past years. The National Education Association estimates that by 1976 the ratio of teaching applicants to jobs will be down to about 1 1/2 to 1, compared with 2 to 1 in 1972.

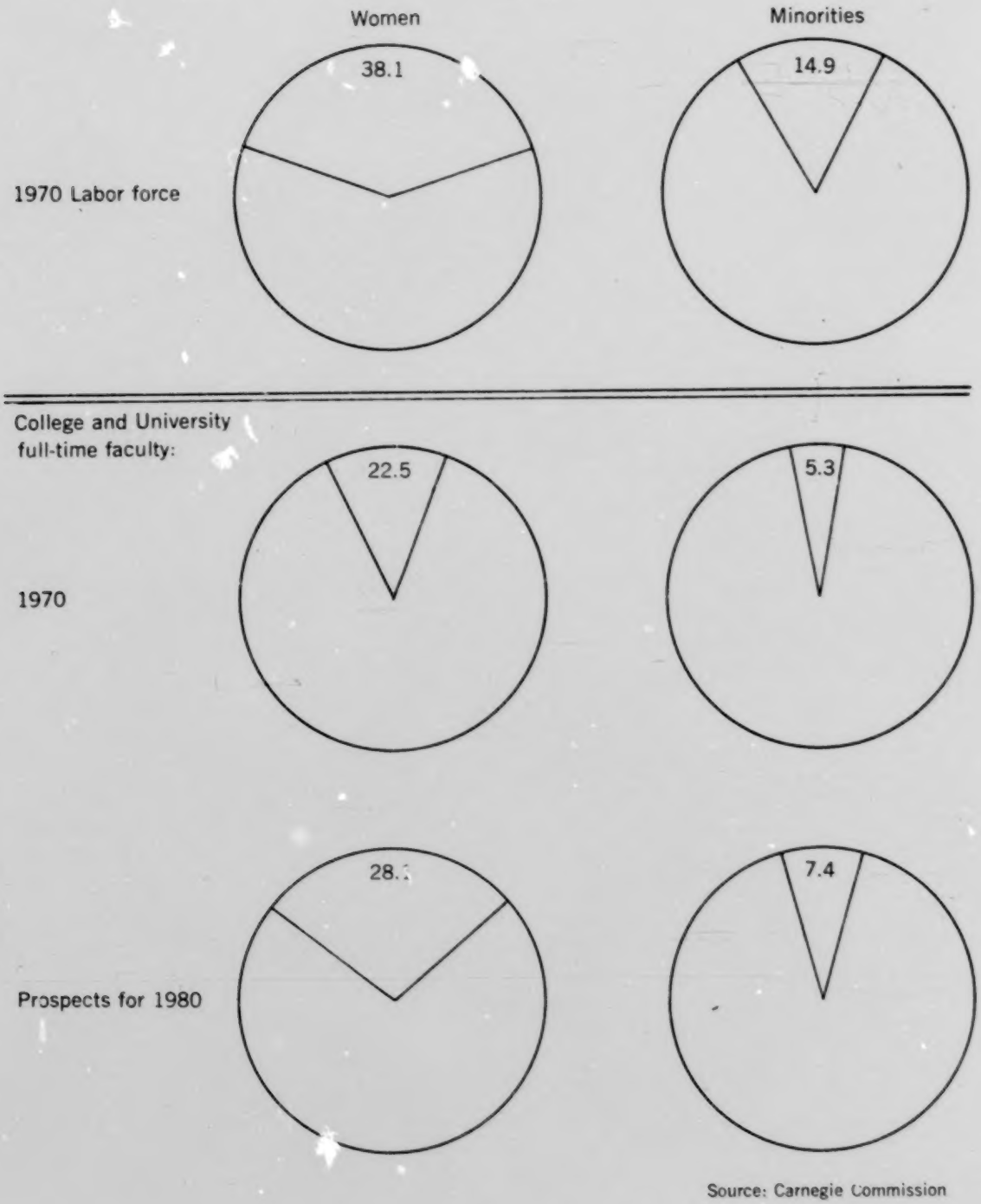
Bilingual teachers remain in short supply as more school districts seek these specialists to work with Spanish speaking, Indian, oriental, and other students from non-English speaking families. These shortages may become more severe as bilingual programs are generated in response to the Supreme Court ruling in the Lau v. Nichols case. To help ease the current situation OE supported, with $2.4 million in fiscal 1973 funds, special bilingual training programs for 1,200 teachers. There are also shortages in some areas of vocational education, in education of the handicapped, and in pre-school teaching.

## Women in Education

Testimony to Congress, statistical studies, and newspaper articles called attention to the status of women in the Nation's schools and colleges. An OE task force identified a pattern of sex discrimination at all levels of education, from sex role stereotyping in grade school textbooks to low-paying, low-level positions for women in schools and on university faculties. (See Chart 3.) While seminars, strong women's organizations, and an expanding body of law are helping, the picture has not changed so significantly in the past year as the increased visibility of the problems would indicate.

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in programs receiving Federal financial assistance, and "Requests for Action" filed in 1973 under Title IX indicate that women intend to use this authority to press for more equitable treatment. The Office of Education and other HEW Agencies intend to push forward rapidly with efforts to remedy the situation.

## CHART 3—WOMEN AND MINORITIES ON COLLEGE FACULTIES




Source: Carnegie Commission

## EQUAL ACCESS TO EDUCATION

### High Court Rulings

The Supreme Court has handed down two landmark decisions in recent months regarding equal educational opportunity for minority children. Other important cases in this area are on the 1974 calendar.

In Wilfred Keyes, et al v. Denver School District No. 1, the Court held that Denver had maintained intentionally segregated schools in several neighborhoods. It returned the case to the lower court, which ordered desegregation of the entire school district.

In Lau v. Nichols, the Court ruled that failure of the San Francisco system to provide special instruction to approximately 1,800 students of Chinese ancestry who do not speak English constitutes discrimination under Title VI of the Civil Rights Act of 1964.

Lau does not mean only that San Francisco must provide special instruction for non-English speaking Chinese children so that they can participate more fully in the district's educational program. It means that every school system with minority group children who do not speak English are under a duty to provide similar instruction.

### Other Signs of Progress

Figures tell the most graphic story on the desegregation front. A biennial census shows that, for the Nation as a whole, almost 2.5 million black pupils were in mostly white schools in school year 1972-73, an increase of nearly a million since 1968. The 11 Southern States which formerly operated dual systems did somewhat better than the Northern States. Black pupils in mostly white schools in the South rose from 18.4 percent in 1968 to 44.4 percent in 1972. Meanwhile, in the 11 Southern States black children in all-black schools decreased from 68 percent in 1968 to 9.2 percent in 1972. In 32 Northern and Western States, 16.5 percent of black students were in all-black schools in 1968. By 1972 this had declined to 10.9 percent.

The Indian Education Act of 1972, first funded in fiscal 1973, adds to the opportunities of Native Americans to participate in the planning and operation of new programs in the schools their children attend. Administered by OE's new Office of Indian Education, the Act further enhances our ability to address the unique educational problems of Native Americans.

Fifteen States passed major legislation in 1973 providing special education for handicapped children and youth, bringing to 48 the States that now require public schools to operate such special programs.

School districts have made concerted efforts to comply. They have pooled services and facilities with other school districts, developed new policies to give special education an equitable share of the school budget, recognized the handicapped in school construction and transportation facilities, and launched their own inservice training programs for teachers.

Education made considerable progress in 1973, both in dealing with its financial problems and in restructuring its academic programs along more pragmatic lines. There was heightened awareness among educators that the $96-billion enterprise they represent is big business and must be run on a cost-effective basis. At the same time, educators recognized that education has a social responsibility unlike any other American institution, with the exception of the family, in preparing young people for adulthood. Sometimes under mandates by courts or State legislatures, but often on their own initiative, schools and postsecondary institutions stepped up efforts to make quality education equally available to all students.

## THE OFFICE OF EDUCATION

The driving force that has directed this Administration's approach to education is the principle of equal access. As President Nixon put it in his January 24 message to Congress: "No matter what race, faith or family circumstance, each child should have equal access to a good education." The principle, which applies to all levels of education, from elementary and secondary through postsecondary, has been evident in the Office of Education's activities over the past year.

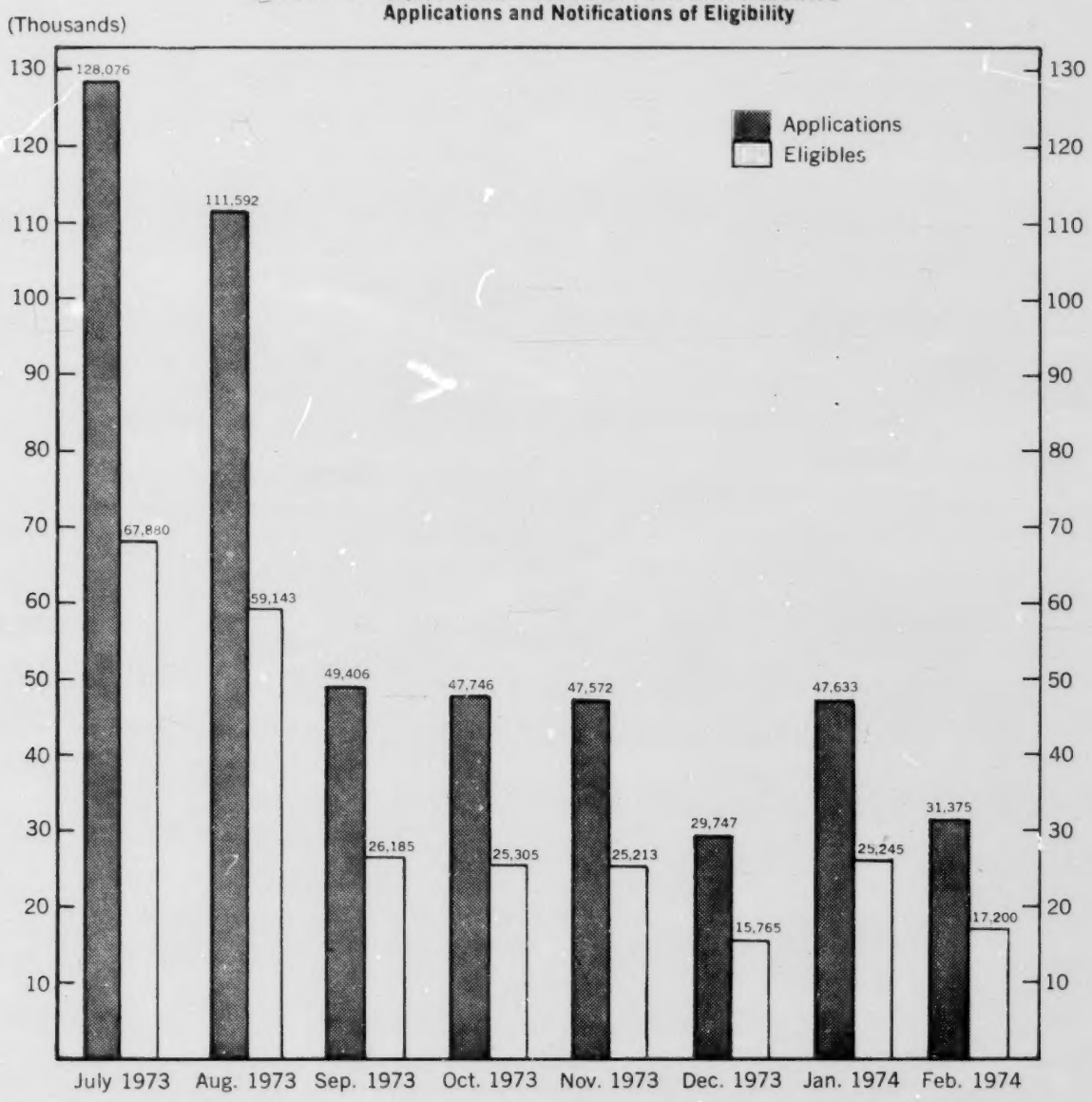
### Postsecondary Education

In order to assure every student equal access to the postsecondary curriculum as well as the postsecondary institution of his choice, the Administration has developed a package of student financial aids. The central element of this package is the Basic Educational Opportunity Grants program, which got under way in July 1973.

Tooling up for Basic Grants' first year involved a number of herculean tasks. Not the least of these were to set up a system for certifying an applicant's need, machinery for him to apply for a grant, and a "family contribution schedule" to determine how much his family could be expected to contribute to the cost of his education and how much, therefore, he might receive as a grant.

By the end of February 1974, 492,647 students had applied for a grant, and 261,936, or 53 percent of them, had been found eligible through computerized evaluation of their applications. (See Chart 4.) Average turn-around time between application and notification of eligibility (or non-eligibility) was three weeks.

## CHART 4—BASIC EDUCATIONAL OPPORTUNITY GRANTS
### Applications and Notifications of Eligibility



For 1973-74, the first school year of Basic Grants operation, awards were limited to first-year postsecondary students. Funds appropriated in FY 73, and available for grants in the 1973-74 school year, total $122 million. With $475 million appropriated in FY 74, OE estimates that one million first and second-year students may receive average grants of $475 for the 1974-75 school year. For FY 75 the President has requested $1.3 billion, which would permit some 1.6 million students in all 4 years of undergraduate education to receive average grants of $800 in 1975-76, with maximum grants for the first time reaching the authorized $1,400.

The family contribution schedule is required by law to be reviewed annually; the schedule for the 1974-75 school year has already been approved by Congress.

Supplementing Basic Grants as parts of the Administration's student aid package are the Guaranteed Student Loan and College Work-Study programs.

Guaranteed Student Loans are designed both for needy students receiving Basic Grants and for middle income students who are not eligible for Basic Grants but who nevertheless do need help and are willing to repay over a period of years after leaving school.

Some 936,000 loans -- for about $1.1 billion--were guaranteed in the calendar year 1973, compared to 1.1 million loans for approximately $1.3 billion in calendar year 1972. (See Chart 5.)

The decrease in loan volume has several causes:

--The prevalence of high interest rates generally, which has created opportunities for competitively high rates of return to lenders on other types of loans.

--Many lenders feel that they have accumulated a large enough proportion of student loans in past years.

--A number of administrative problems have discouraged lenders from making more loans.

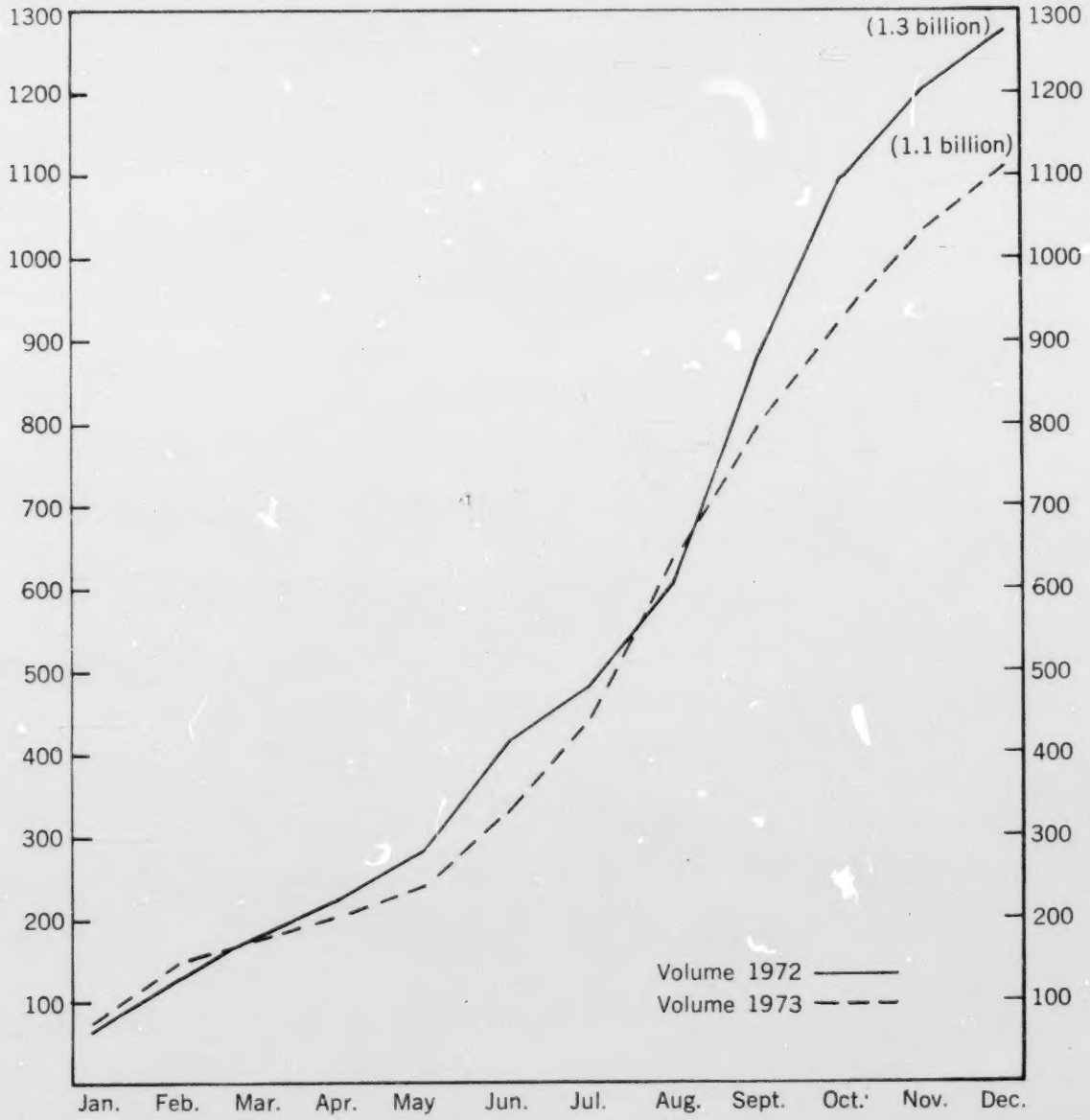
--Lack of liquidity in lender portfolios.

--Introduction of a rigorous needs test.

This shortage has had special impact on middle income families. The Office of Education is working with the Congress and the lending institutions to resolve this.

Activity in 1973 brought the cumulative number of loans made since the program was initiated in 1966 to 6 million and their value to some

**CHART 5—Guaranteed Student Loan Volume**
**Calendar Years 1972 and 1973**
**(Millions of Dollars)**



$5.8 billion. Cumulative loan volume is expected to reach 7.0 million in number and $6.9 billion in amount by the middle of this year. By mid-1975 the cumulative amount will reach an estimated $8.0 billion.

The College Work-Study program served some 545,000 students in the 1972-73 academic year, and 560,000 are being served in the current academic year.

Because the Administration feels that the Basic Grant/Guaranteed Loan/Work-Study package will accomplish its equal access objective, it is moving away from two other student financial aids, Supplemental Educational Opportunity Grants and National Direct Student Loans. The Direct Loan program overlaps the Guaranteed Loan program. Direct Loans will not die out, however. The revolving loan funds built up by postsecondary institutions with 9-1 Federal contributions over nearly 15 years will total an estimated $165 million in 1975. This will support some 330,000 students in the academic year beginning in the fall of 1975 without further Federal contributions.

Adding the numbers of loans and grants under the programs discussed above would not produce the total number of students aided, because many students are assisted under more than one program. The following table shows estimated unduplicated numbers of students benefitting, by academic year, whether under one or more than one program, and the total and average amounts they received under all programs, including face value of guaranteed loans:

| | Unduplicated Students | Amt. Received (Billions) | Avg. Amt. Received |
|---|---|---|---|
| 1972-73 | 2,009,000 | $2.166 | $1,078 |
| 1973-74 | 1,966,000 | 2.161 | 1,099 |
| 1974-75 | 2,223,000 | 2.763 | 1,243 |
| 1975-76 | 2,500,000 | 3.135 | 1,253 |

The 1975-76 figures reflect phasing out of the Supplemental Grants program and of Federal participation in the Direct Loan program.

For Federal support of all student financial aid programs, the budget authority in FY 73 was approximately $1.5 billion. In the current FY 74 it is nearly $1.7. For FY 75 the President has requested just short of $2 billion, an increase of some $300 million over FY 74.

The mounting student financial aid budget figures demonstrate the Nixon Administration's conviction that generally the most efficient way to help postsecondary education is through its students.

However, where institutional assistance will help to reach the goal of equal access to education, the Administration believes in extending it. An example of institutional assistance that does help reach the goal is the Developing Institutions program.

Aid under this program is largely concentrated on colleges and universities serving significant numbers of black, Spanish speaking, American Indian, and other minority students. The program is funded at $100 million in FY 74, which is $12 million more than in FY 73, and for FY 75 the President is asking $120 million, the full authorization.

In the eight years that the program has been operating, some developing institutions have come along to the point that the Office of Education has initiated an Advanced Development Program aimed at bringing them to full development in 3 to 5 years. With $36 million appropriated for Fiscal Year 1973, a selected 28 advanced institutions were awarded grants. Thirty-two will benefit from $48 million in FY 74 funds. The $20-million increase in the President's budget request for developing institutions for FY 75 is earmarked for the Advanced Development Program.

Elementary and Secondary Education

As in postsecondary education, so in elementary and secondary education the goal of the Nixon Administration is equal access -- under law -- for all, "no matter what race, faith or family circumstance."

In his January 1974 message President Nixon noted among his Administration's accomplishments toward equal access "special aid for local school districts to help them deal with the problems of desegregation."

He was referring to activities under the Emergency School Aid Act (ESAA), authorized through FY 74 by the Education Amendments of 1972. The act supports a broad range of activities by school districts, including remedial services to meet the needs of children in desegregating schools; recruiting and hiring additional teaching staff; staff training; guidance and counseling services; development of new curricula and instructional materials for desegregated education; interracial exchange programs; community relations efforts; planning, evaluation, and information dissemination activities, and the like. The act also supports, where appropriate, activities undertaken by school districts to meet the needs of minority children who come from an environment where the dominant language is not English.

By June 30, 1974, when ESAA expires, approximately 1,260 grants will have been made to school districts to bring such additional services to 10 million children as these districts sought to diminish segregation. Some 450 community agencies will also have received grants.

The present act provides for apportionment of the bulk of appropriated funds among States in accordance with a formula based essentially on the relative number of minority group children in each State. Assistance is made available to school districts directly through grants by the Assistant Secretary for Education on the basis of their competitive standing in relation to other districts in the same State. The Department has been working on a legislative proposal that would replace ESAA with a program permitting the Office of Education to target school districts still in need of desegregation assistance. Under such a program, funds would be awarded to individual districts in nationwide competition according to criteria to be established.

To assure children equal access to education does not by itself assure them success in it. Many children from economically disadvantaged homes need extra help at school.

Recognizing this, the Federal Government supports several programs to help disadvantaged children get the opportunity to receive a quality education and to correct the effects of the unequal access they had in the past.

The most far reaching of these compensatory programs is provided by Title I of the Elementary and Secondary Education Act. More than 14,000 local school districts received $1.6 billion in FY 73 funds under Title I to provide extra services to educationally disadvantaged children. An estimated six million children received these services. For FY 74, $1.7 was appropriated, and children in 12,785 districts are benefiting. Although the number of districts declined because of district consolidations, the number of children served remained the same.

Handicapped children, even though they may not belong to a minority group or a poor family, may nevertheless suffer educational disadvantage. Some have been kept out of school. Others have been shunted aside by some schools that do not know how to handle them. In FY 73 Federal programs ranging from early childhood education and curriculum development to deaf-blind centers and aid to the States reached nearly 500,000 handicapped children. As one result of this, 886 children were able to enter regular kindergarten after early childhood education.

Benefiting deaf adults as well as children, captioned news broadcasts were inaugurated in December 1973 on 10 educational television stations; negotiations are under way to get them on commercial TV as well.

Several programs under the Elementary and Secondary Education Act serve to stimulate school systems to develop new and better ways of delivering education services to children. With Title I funds, for example, school districts have put some 150,000 teacher aides into classrooms in low income neighborhoods. Most of the aides are parents of children participating in the program. By requiring parental involvement in advisory councils, Title I spurs school districts to seek greater insight into student needs and community attitudes.

Bilingual projects (Title VII) in FY 73 stimulated schools to demonstrate approaches to serving non-English speaking children so as to give them a greater chance at success in school by teaching them simultaneously in their own language and in English, meantime developing and maintaining the children's self esteem.

Among the most innovative ESEA programs is Title III, which supports supplementary educational centers and services designed to demonstrate innovative and exemplary practices. OE obligated more than $146 million in FY 73 Title III funds. Over the past year it has devoted special efforts to evaluating programs supported under Title III, identifying those that are exemplary and disseminating information about them to school districts which may wish to follow their lead.

All young Americans should be able to expect that their education will help them attain in life to the maximum of their individual abilities. This means, for one thing, that all of them should be able to expect quality vocational education if they choose to begin training for a job while they are still in school.

The Office of Education is doing its part toward honoring this expectation. It is making efforts to ensure that the funds it expends for vocational education are distributed equitably by the States and school districts among schools serving economically disadvantaged students as well as schools in wealthier neighborhoods.

In FY 73 some 12.5 million students received vocational education through allocations of Federal funds to the States; in FY 74 an estimated 13.4 million are receiving this training.

Career Education, in which vocational programs for non-college-bound students play an essential role, is a major Administration priority. In his Education Message last January the President emphasized again the support for the goals and objectives of Career Education he first expressed in his 1972 State of the Union Message.

The Career Education concept is designed to acquaint every child with many occupational choices and to prepare every young person to select and enter a specific career. Over the past year it was advanced under a number of OE programs through demonstration projects, curriculum development and dissemination, teacher training, and technical assistance to States and local school districts.

One other program designed to stimulate improved instruction in the schools is the Right To Read. With appropriations of $12 million in both FY 73 and FY 74, Right To Read is now supporting 106 school based and 74 community based demonstration projects from which will emerge new reading instruction methods adaptable nationwide.

Taken together, outlays for all Office of Education programs concerned with elementary and secondary education came to $3.04 billion in FY 73 and will total some $3.42 billion in FY 74. The effect of this much money -- and of comparable amounts over the years -- toward equalizing access to education has undoubtedly been profound. Yet at the same time the varied criteria for the many categorical programs in elementary and secondary education have multiplied the staff work at the local level. Almost all school districts, large and small, have had to employ program coordinators to keep track of Federal regulations, guidelines, and criteria and to handle the mountain of paperwork each program entails.

The Administration has been working with the Congress to develop legislation that would consolidate various categorical Federal programs in elementary and secondary education into National priority packages of grants. The States and localities would be left free, within certain broad guidelines, to allocate funds to the programs in each package as best suits their own needs.

The President is also proposing consolidation of Federal vocational education programs and a merger of present Federal authorities in adult education.

## OE ADMINISTRATIVE ACTIVITIES

The Office of Education has mounted several efforts to manage better the problems that have evolved as the number of its programs virtually quadrupled, from 35 to 130, in 10 years. Over the same 10 years, OE's appropriations increased more than eight times, from $701.6 million to nearly $6.0 billion, while its staff went only from 1,182 to 2,863. (See Chart 6.)

### Student Loan Defaults

The most critical administrative concern of the Office of Education is the growing number of defaulted Guaranteed Student Loans. This problem has become severe in terms of dollars in the past 2 years as the program reached maturity, resulting in $131.9 million in Federal payments to cover defaults through December 31, 1973, on loans made since 1966. This is reflected in Chart 7.

Now that a large volume of loans has entered the repayment period, the number of defaults will increase rapidly. To cope with these defaults, OE employed 91 new temporary and permanent collectors and support personnel in FY 74, the bulk of them in regional offices. The President has requested a supplemental appropriation of $3.4 million for FY 74 to provide for 250 more new positions and to cover related administrative costs, increasing by 369 between FY 73 and FY 75 the number of permanent personnel working on the default problem and general administration of the GSL program.

**CHART 6—Percentage Increases in Office of Education Positions, Appropriations, and Programs 1959-74**

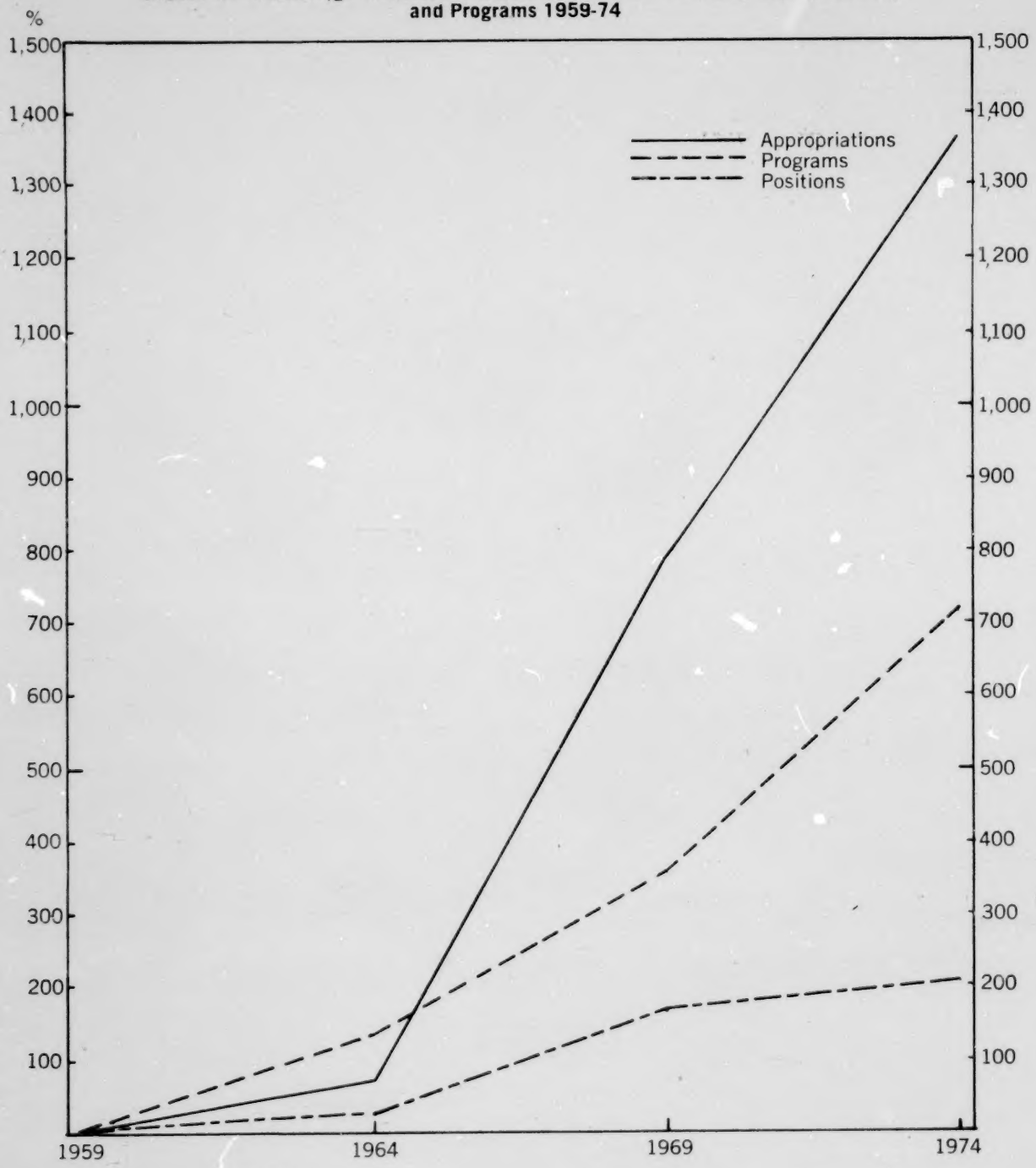
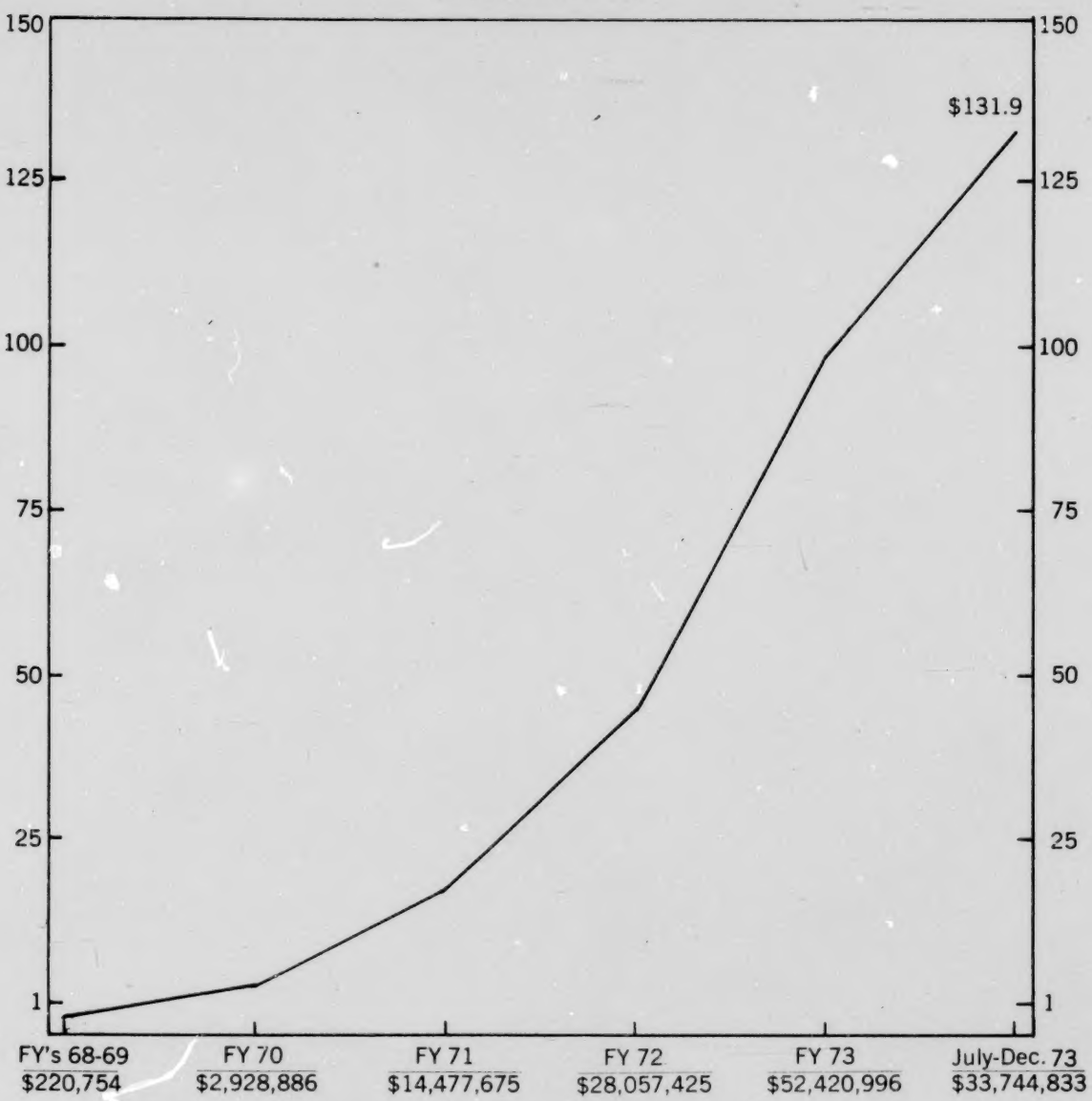


**CHART 7—Federal Payments to Cover Defaults in Guaranteed Loans**
**(Cumulative)**
**(Millions of Dollars)**



At the same time, OE is taking steps to improve access to the program, improving its monitoring of participating schools and lenders, making greater efforts to inform students of their obligations under it, and improving its management information and program operations.

Several administrative actions are being undertaken which will make it easier for schools and lenders to participate and at the same time allow better administrative practice by all program participants. This should both increase availability of loans to students and have a long-run positive impact on the default problem. Program improvements are being or will be accomplished in some instances through administrative action, in some by revising regulations, and in others by proposed legislative amendments.

Contracts and Grants

OE made a comprehensive effort to improve the effectiveness of its system for discretionary project grants. Objective criteria for the selection of applicant proposals are being prepared and will be published in the Federal Register to obtain the comments of the educational community and other interested persons. A procedure for review of applications has been designed with the goal of obtaining the best possible selection of projects for Federal funding. Through a management information system, progress and problems in the achievement of timely and effective award of discretionary project grants are being monitored.

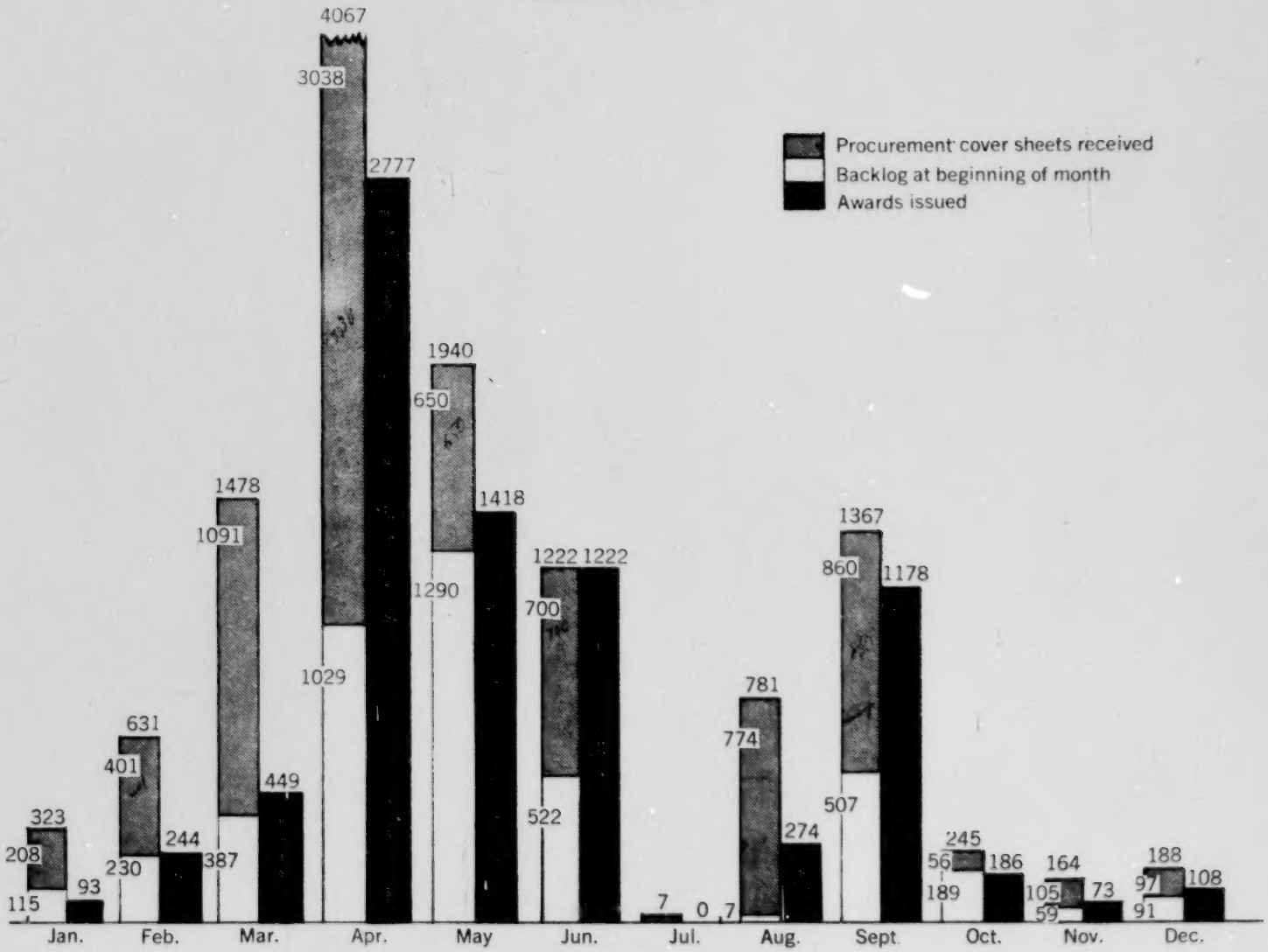
In March 1973 OE instituted a campaign to ensure that all FY 73 contract and grant documents ("Procurement Cover Sheets") would be processed on a timely basis to avoid "June buying." (See Chart 8.)

The President stated on December 19 his intention to release FY 73 impounded funds. By February 4, more than $490 million, mostly in formula grants, had been released and allotted to the States. Another $17.3 million, mostly in discretionary grants, was released two weeks later. Congress was requested to extend the "Tydings Amendment" to permit States and localities to spend the released funds until June 30, 1975. This extension would allow much more careful use of this money than if the recipients were forced to use it in the few months remaining in FY 74.

ESEA Title I Sanctions

One more administrative matter of more than ordinary import is the pending first application of the sanctions provided by Title I of ESEA against school districts that do not establish comparability among all their schools before using Title I money to supplement instruction and services in schools designated to receive it.

**CHART 8—Grant and Contract Activity**
**Calendar Year 1973**



December 1 was the deadline for 3,903 school districts to submit reports to their State education agency showing their comparability situation as of October 1.* A total of 237 districts had funds withheld, 44 of them because they were not in compliance, and 193 because they did not report on time.

Title I Audit Policy

A new policy was adopted for optional use by States in resolving ESEA, Title I, audit exceptions for the years 1965-1969. During those early years of the program there was considerable variation in implementation of the large Federal act as well as the usual factor of uncertainty. As a result there were some audit exceptions in those years.

The new policy gives States the option to settle by increasing State or local funds for Title I eligible projects in an amount equal to the audit exception in addition to what they would be putting into the Title I program for the current year. This means that a State or local district, rather than returning badly needed education money to the Federal Government, can apply that money to aid the disadvantaged.

The problems of the earlier years have been substantially alleviated through the audit process itself as well as by improvement of State and local administration of the program and through improved technical assistance by the Office of Education.

Reorganization of OE

A major reorganization of OE, begun in FY 73, has been largely completed. (See charts 9-A and 9-B.) Parts of this reorganization were directly mandated by the Education Amendments of 1972, parts were the indirect result of the Amendments, and still other parts were undertaken by OE on its own initiative in the interest of efficiency.

Study of Rules and Regulations

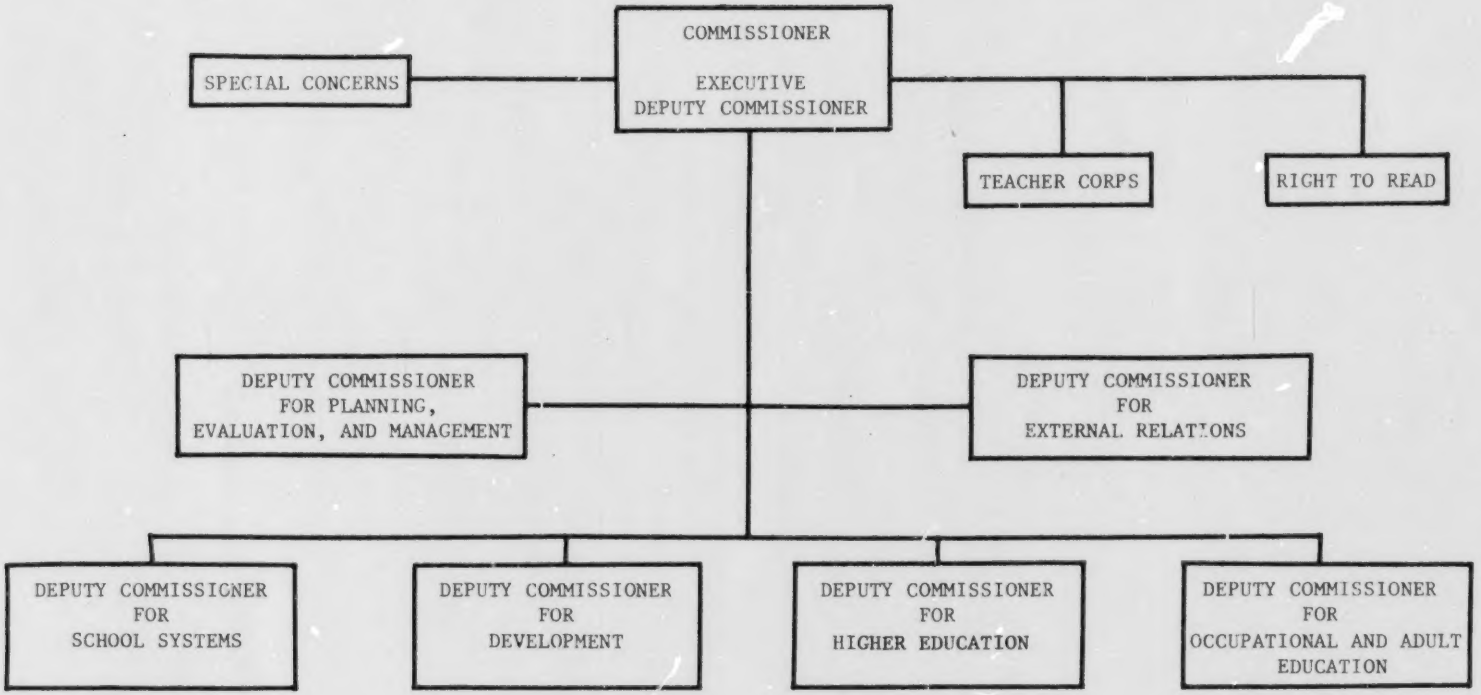
The Amendments of 1972 also directed OE to report to the Congress on the conduct of a study of all rules, regulations, guidelines, and other published orders governing OE programs that have been issued since June 30, 1975. The purpose of the study is to cite the legal authority for the policies stated in the many regulations and program guidelines that have been issued and been amended for the 104 separate statutory program authorizations. New or revised regulations are to be published after interested parties have been given opportunity to comment on them through public hearings.

*Because of the composition of school districts, only 3,903 of the 12,785 participating in the Title I program were required by compliance regulations to submit comparability reports.

Chart 9-A

OFFICE OF EDUCATION

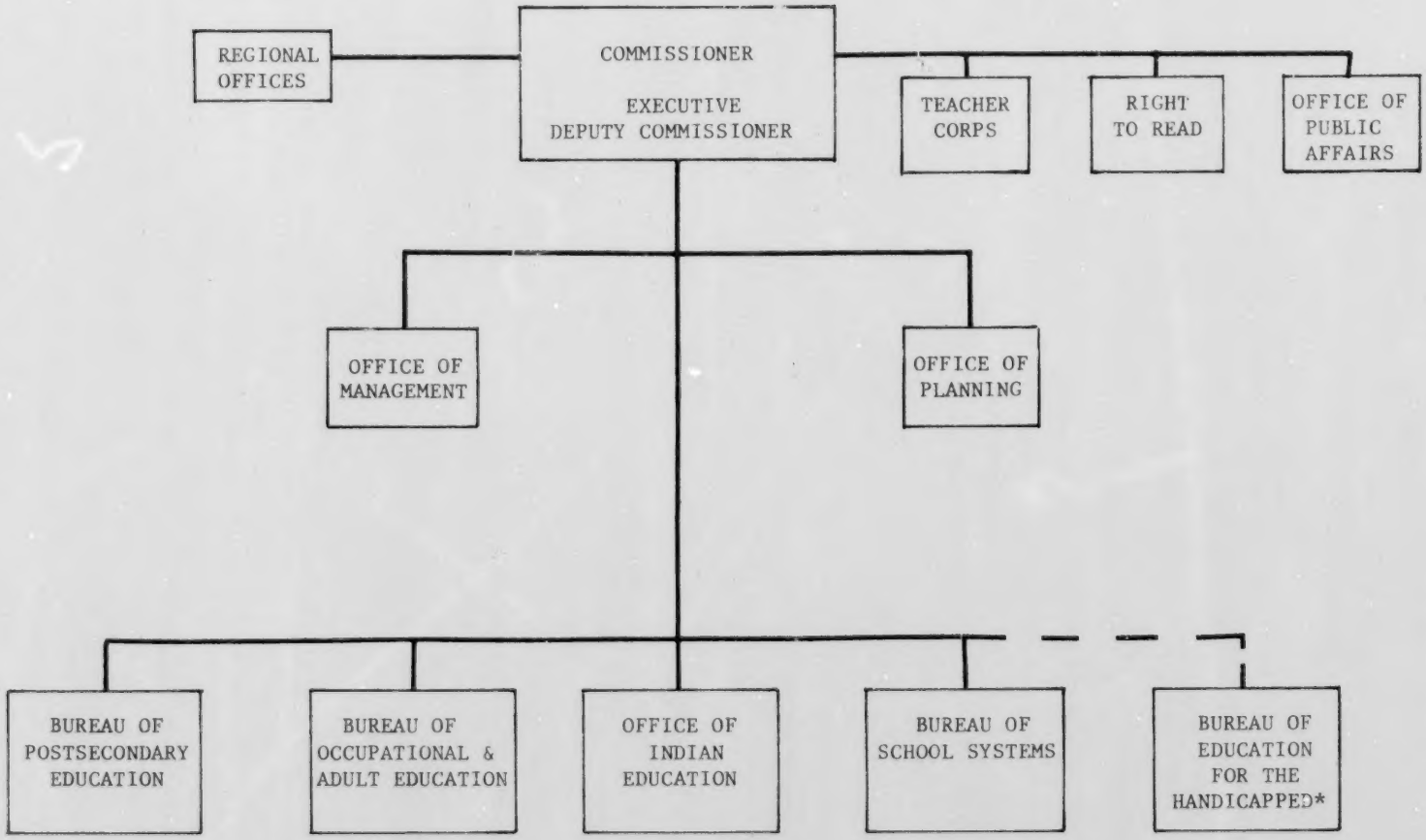
JUNE 1973



OFFICE OF EDUCATION

Chart 9-B

March 1974




* Scheduled for full bureau status.
Now in Bureau of School Systems.

The OE task force extracted from each regulation those administrative and fiscal provisions that were common to all regulations. These were standardized and consolidated into a "boilerplate" Part 100 for all regulations.

Substantial progress has been made in publishing revised program regulations in the Federal Register. Public hearings for interested parties are now being conducted.

PART II

OFFICE OF EDUCATION ADVISORY COMMITTEES AND COUNCILS
(Calendar Year 1973)

## Introduction

Section 448(a) of the General Education Provisions Act (20 U.S.C. 1233g(a)) directs the Commissioner of Education to transmit to the Committee on Labor and Public Welfare of the Senate and to the Committee on Education and Labor of the House of Representatives, as a part of the Commissioner's Annual Report, a report on the activities of the advisory councils and committees subject to that act. These are councils and committees established pursuant to statutes authorizing or providing for programs administered by the Commissioner, or established pursuant to section 442 of the General Education Provisions Act (20 U.S.C. 1233a).

As required by law, this report includes a list of all advisory committees and councils, and, with respect to each committee or council, the names and affiliations of its members, a description of its functions, and a statement of the dates of its meetings. This information is in the appendix.

## Status of Office of Education Advisory Committees

On Jan. 1, 1973, 19 statutory public committees and councils, whose members were appointed by the President, the Secretary of Health, Education, and Welfare, or the Commissioner of Education with the approval of the Secretary, were serving the Office of Education (OE) in an advisory capacity. (See appendix.) Some of these groups are required by law to advise the Commissioner of Education; some, designated by statute to advise the Secretary, advise OE through delegation of authority by the Secretary; and others advise the President concerning programs administered by OE.

Several pertinent actions were taken in 1973 with regard to OE advisory committees. These were:

1. The Advisory Committee on Accreditation and Institutional Eligibility (administratively created May 31, 1968 under authority of Executive Order 11007, Feb. 26, 1962) was rechartered on Jan. 2, 1973, under authority of section 442(a) of the General Education Provisions Act (GEPA) as amended by Public Law 91-230 (20 U.S.C. 1233a). This action was taken after a determination by the Office of Education that, although this committee was not specifically authorized by statute, it does advise the Commissioner concerning legally mandated responsibilities and therefore should be established under authority of section 442 of GEPA.

2. The National Advisory Committee on Education of the Deaf, created by section 5 of Public Law 89-258, and the National Advisory Committee on Handicapped Children, established by section 604 of Public Law 91-230, were merged to form a new National Advisory Committee on the Handicapped. This action was taken on Oct. 9, 1973, in accordance with the provisions of section 448(b) of GEPA. The newly created committee is considered to be a statutory advisory body, elimination of which is subject to congressional approval as outlined in section 448(b) of GEPA.

3. The Advisory Committee on Education of Spanish and Mexican Americans, established May 1, 1967, under authority of Executive Order 11007, Feb. 26, 1962, and rechartered under authority of section 442(a) of GEPA, completed its function and was terminated on June 30, 1973.

4. The following statutory advisory bodies were terminated Aug. 17, 1973, in accordance with the provisions of section 448(b) of GEPA:

    a. The Advisory Council on Environmental Education
    b. The Advisory Council on Graduate Education
    c. The Advisory Council on Research and Development

5. The Advisory Council on Library Research, Training, and Resources, which was administratively established on Dec. 27, 1972, under authority of section 442(a) of GEPA was terminated on May 18, 1973. It was terminated because the services of the council were not essential to the performance of OE functions.

As a result of these actions, 15 statutory public advisory councils and committees were serving OE on Dec. 31, 1973. (See appendix.)

## PART III

## ADMINISTRATION OF PUBLIC LAWS 81-815 and 81-874

### Major Program Trends

When Public Laws 81-815 and 81-874 were enacted in 1950, the Congress initiated a Federal policy for assisting school districts financially burdened as a result of new or expanded Federal activities. At that time no one knew how long or on what scale the programs would be needed or what the initial or continuing costs would be. A review of the 23 years of operation shows a steady growth in the aid program authorized by Public Law 81-874; after the first 3 or 4 years, however, there was a leveling out and gradual tapering off for the school construction program authorized by Public Law 81-815.

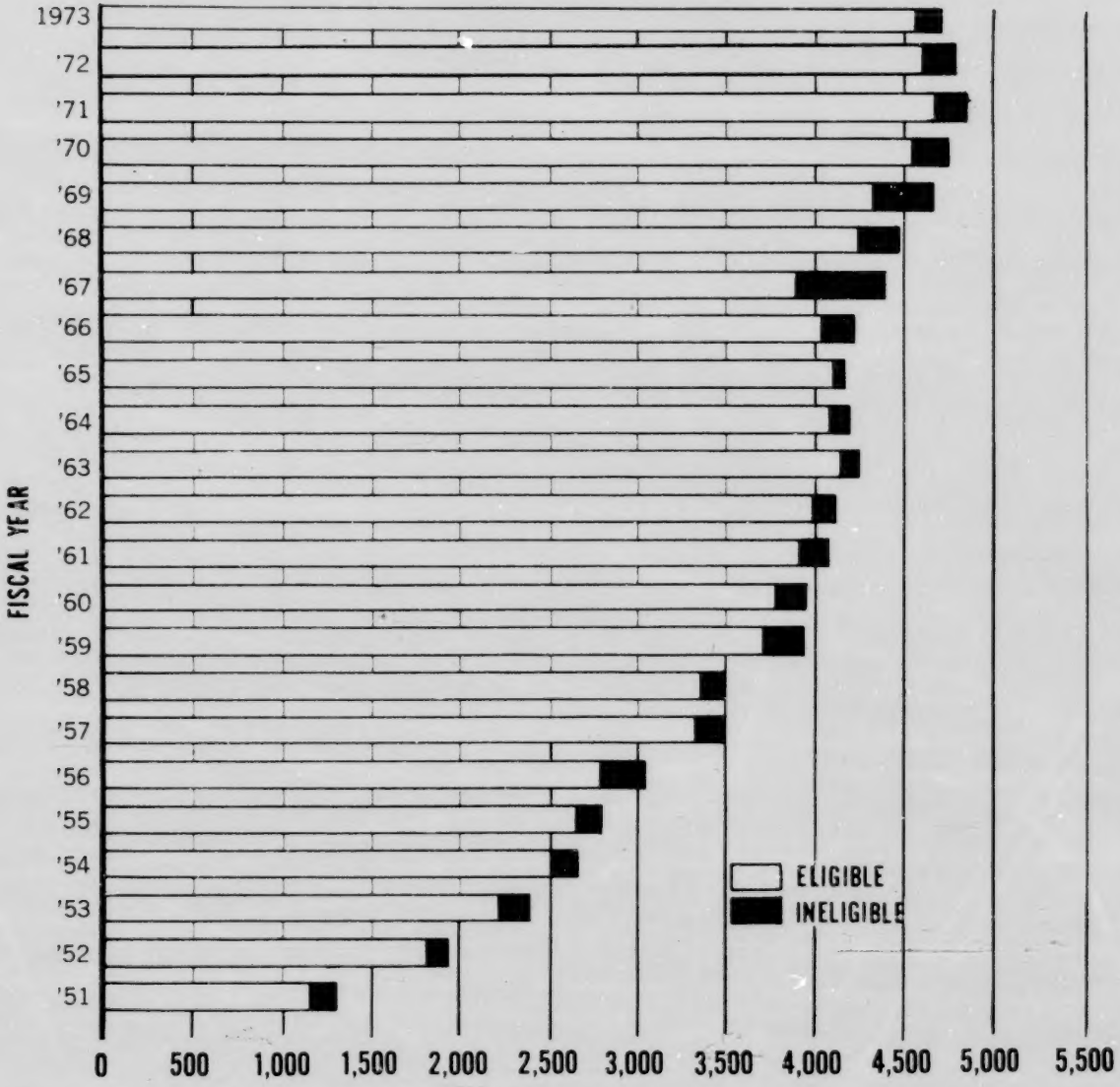
### Public Law 81-874

In the first year of operation, 1,172 school districts were eligible for maintenance and operation assistance on account of 512,000 federally connected children in average daily attendance at a total cost of $29.6 million. These districts had a total average daily attendance of 2.9 million; their total current expenses were more than half a billion dollars; the average per-pupil cost was $176.76; and the average local contribution rate was $106.82.

In every one of the 23 years since the program was inaugurated there has been an increase in each of these items of program activity, except in the number of applications filed. Slightly fewer applications were received for fiscal years 1964-67 inclusive. The decrease reflected the many consolidations and reorganizations which had taken place rather than a reduction in the number of local education agencies eligible for assistance. From fiscal years 1968 through 1971 the number of applications increased each year, but in fiscal years 1972 and 1973 there were small decreases. (See Chart 10.) In fiscal year 1973 there were 4,574 eligible school districts with more than 24.7 million pupils in attendance, of whom about 2.4 million were federally connected. Total cost of the program was $635.495 million, and total current operating expenses in these districts were $23.6 billion. The average cost per pupil was $955.81, and the average local contribution rate was $519.84.

This continued substantial program growth is due to the increase in the number of school children (both federally connected and nonfederally connected), liberalization of the legislation, continued high Federal expenditures for national security and domestic development, and the ever increasing costs of education for both federally connected and nonfederally connected children, compounded by the effects of continuing inflation.

CHART 10—Public Law 81–874, title 1: NUMBER OF APPLICATIONS FROM LOCAL EDUCATION AGENCIES, FISCAL YEARS 1951–1973



Growth in the impacted areas program reflects national trends to a substantial degree. The average enrollment of federally connected children for the first 17 years held close to 15 percent of the total enrollment, and the Federal payments approximated 5 percent of the operating costs in the eligible districts. In fiscal year 1973 these percentages were about 9 and 2, respectively.

## Public Law 81-815

A large backlog of needed school construction had developed in federally affected areas prior to 1950 because only the most urgently needed school facilities were constructed in these areas during and immediately after World War II. Thus, the 1,128 applications filed and the more than 900 applications approved during the first 2 years of Public Law 81-815 operation (1950-52) were the largest numbers during any 2-year increase period.

The number of applications filed averaged between 700 and 800, and the number approved averaged nearly 500 for each 2-year increase period from 1952 through 1958. During the same interval, program requirements averaged $81.8 million a year. There was a decrease in requirements after 1958, and for a number of years program costs remained relatively stable, ranging from $60 million down to $50 million a year. Eligibility requirements were liberalized in 1966, and program costs are now about $80 million a year.

## Federal-State-Local Relations

Public Laws 81-874 and 81-815 authorize Federal payments directly to the eligible local education agencies. Applications for assistance under both laws are submitted to the Commissioner of Education through the State education agencies, which certify that the data contained therein are accurate insofar as records in State offices are concerned.

Each chief State school officer has designated one or more State representatives for the school assistance program to work with the local education agencies and with the field program officers of the Office of Education in the administration of the program and in the development of applications for aid. Representatives of the Office are available to assist State education agencies and through them local education agencies. These representatives advise applicant districts on the maintenance of records with respect to the specific pupil and financial data required to support their claims.

Federal Property

The principal basis on which payments to local education agencies are authorized under the provisions of Public Law 81-815 and title I of Public Law 81-874 is the existence of Federal property, on which school children reside with their parents or on which their parents are employed, in a school district or within the same State. Federal properties in other States may also be considered as a basis for payments if they are located within reasonable commuting distance. Federal property, as defined by these laws, is: "Real property . . . owned . . . or . . . leased by the United States . . . not subject to taxation by any State or any political subdivision of a State or by the District of Columbia."

Included in the definition is "any interest in Federal property under an easement, lease, license, permit, or other arrangement, as well as any improvements of any nature (other than pipelines or utility lines) on such property even though such interests or improvements are subject to taxation by a State or political subdivision of a State or by the District of Columbia." For the purpose of Public Law 81-874 only, the term "Federal property" also includes "for one year beyond the end of the fiscal year in which occurred the sale or transfer thereof by the United States, any property considered prior to such sale or transfer to be Federal property for the purposes of this Act."

Beginning with the 1970-71 school year, the definition in Public Law 81-874 was amended to include any low-rent housing (whether or not owned by the United States) which is a part of a low-rent housing project assisted under the United States Housing Act of 1937, section 516 of the Housing Act of 1949, or part B of title III of the Economic Opportunity Act of 1964. Public Law 81-815 was amended to include only the low-rent housing assisted under the United States Housing Act of 1937. However, the amendments authorizing eligibility of the low-rent housing also provided that funds appropriated for the impact aid program should not be paid on behalf of children residing therein and/or having parents employed thereon until other requirements of the acts were met.

A local education agency's eligibility under most sections of the acts, therefore, is based on certain conditions of the real property on which school children reside or on which their parents are employed. It is necessary to determine whether the real property is owned, wholly or in part, by the Federal Government; whether it is leased by the Federal Government and not subject to taxation; for what purposes the property is used; and whether the Federal property was sold or transferred, wholly or in part, and the effective date of such sale or transfer.

Under some circumstances further qualifying determinations are required. When a Federal property and a private property are used jointly (commingled) and the employee's working time is divided between both portions, the percentage of time spent by the employees on each portion must be estimated.

The number and acreage of qualifying Federal properties claimed by applicants for the 1972-73 school year are listed in table A. The 8,771 Federal properties forming the basis for applicant claims for assistance include over 200 parcels of Indian-allotted lands in Oklahoma which have been grouped as one property. Of the total eligible properties, 1,068 were eligible low-rent housing projects.

The largest number of acres of qualifying Federal properties claimed in fiscal year 1973 was in California with more than 350 million acres. Iowa and Alaska were second and third, with more than 128 million and more than 64 million acres, respectively. Of the total acreage claimed, more than three-fifths (495,856,027 acres) is controlled by the Forest Service of the U.S. Department of Agriculture and almost one-fifth (154,251,144 acres) by the National Park Service of the U.S. Department of the Interior.

According to the most recent report of the General Services Administration the Federal Government owns 20,643 different installations throughout the United States. School districts have claimed 7,703 owned or leased properties as well as low-rent housing projects as a basis for applications under Public Laws 81-874 and 81-815 during the 1972-73 school year.

## Legislative Changes

Numerous amendments have been made to Public Laws 81-874 and 81-815 since their enactment. These changes have been described in some detail in the various annual reports of the U.S. Commissioner of Education for the fiscal years in which the amendments became effective. The most recent legislative changes are described in detail in the appropriate chapters of Appendix B to this report.

## Civil Rights Act of 1964

All school districts eligible for Federal assistance under title I of Public Law 81-874 in the 1972-73 school year were certified as being in compliance with title VI of the Civil Rights Act of 1964.

## Fair Employment Practices

During fiscal year 1973 applicants were required, as a condition for receipt of funds under Public Law 81-815, to give assurance that they would comply with the rules, regulations, and relevant orders of the President's Committee on Equal Employment Opportunity for all school construction projects approved for a grant of funds. This assurance was obtained as a part of the application for assistance.

TABLE A.--PUBLIC LAW 81-874: NUMBER AND PERCENT OF FEDERAL PROPERTIES AND ACREAGE CLAIMED BY APPLICANT DISTRICTS, BY FEDERAL AGENCY HAVING JURISDICTION: FISCAL YEAR 1973

(L = LESS THAN 0.05%)

| AGENCY | PROPERTIES | | ACRES | |
|---|---|---|---|---|
| | NUMBER | PERCENT | NUMBER | PERCENT |
| TOTAL | 8,771 | 100.0 | 775,292,797 | 100.0 |
| ARMY | 923 | 10.5 | 12,901,619 | 1.7 |
| AIR FORCE | 519 | 5.9 | 2,736,824 | .4 |
| NAVY | 619 | 7.1 | 3,269,020 | .4 |
| COAST GUARD | 346 | 3.9 | 27,228 | L |
| FOREST SERVICE | 729 | 8.3 | 495,856,027 | 64.0 |
| BUREAU OF INDIAN AFFAIRS | 381 | 4.3 | 52,266,541 | 6.7 |
| BUREAU OF RECLAMATION | 185 | 2.1 | 2,090,590 | .3 |
| NATIONAL PARK SERVICE | 252 | 2.9 | 154,251,144 | 19.9 |
| GENERAL SERVICES ADMINISTRATION | 727 | 8.3 | 10,354 | L |
| LOW-RENT HOUSING | 1,068 | 12.2 | | L |
| OTHER | 3,022 | 34.5 | 51,883,446 | 6.7 |

Suitable Free Public Education

The eight projects constructed on eight military bases in 1963 in order to provide suitable free public education for on-base children were operated by the Federal Government under section 6 of Public Law 81-874 during fiscal year 1973. These projects, all for elementary school children, were constructed on: Fort McClellan, Fort Rucker, and Maxwell Air Force Base in Alabama; Fort Stewart and Warner Robins Air Force Base in Georgia; England Air Force Base in Louisiana; and Fort Jackson and Myrtle Beach Air Force Base in South Carolina.

(A detailed statistical report on administration of Public Laws 81-815 and 81-874 is being published in a separate volume as Appendix B to the Commissioner's Annual Report.)

# APPENDIX A

## Advisory Committee Functions, Membership as of December 31, 1973, and Meeting Dates

## ADVISORY COUNCILS AND COMMITTEES
(Calendar Year 1973)

The following statutory advisory councils and committees were authorized or in existence for all or part of calendar year 1973:

Accreditation and Institutional Eligibility, Advisory Committee on 1/
Adult Education, National Advisory Council on
Bilingual Children, Advisory Committee on the Education of
Deaf, National Advsiory Committee on Education of the 2/
Developing Institutions, Advisory Council on
Disadvantaged Children, National Advisory Council on the Education of
Education Professions Development, National Advisory Council on
Education of Spanish and Mexican Americans, Advisory Committee on 3/
Environmental Education, Advisory Council on 4/
Equality of Educational Opportunity, National Advisory Council on
Ethnic Heritage Studies, National Advisory Council on
Extension and Continuing Education, National Advisory Council on
Financial Aid to Students, Advisory Council on
Graduate Education, Advisory Council on 4/
Handicapped Children, National Advisory Committee on 5/
Handicapped, National Advisory Committee on the 6/
Indian Education, National Advisory Council on
Library Research, Training, and Resources, Advisory Council on 7/
Quality in Education, National Council on
Research and Development, Advisory Council on 4/
Supplementary Centers and Services, National Advisory Council on
Vocational Education, National Advisory Council on

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1/ Rechartered Jan. 2, 1973
2/ Merged with Handicapped Children, Aug. 17, 1973
3/ Terminated June 30, 1973
4/ Abolished Aug. 17, 1973
5/ Merged with Deaf, Aug. 17, 1973
6/ Established Oct. 9, 1973
7/ Abolished May 18, 1973

## Advisory Committee on Accreditation and Institutional Eligibility
(Rechartered Jan. 2, 1973)

### FUNCTIONS

The Committee reviews all current and future policies relating to the responsibility of the Commissioner for the recognition and designation of accrediting agencies and associations as nationally recognized accrediting bodies and recommends desirable changes in recognition criteria and procedures. It also develops and recommends to the Commissioner criteria and procedures for the recognition and designation of accrediting agencies and associations in accordance with legislative provisions, executive orders, or interagency agreements; reviews and recommends to the Commissioner for designation as nationally recognized accrediting agencies and associations of reliable authority all applicants that meet the established criteria; and develops, under the authority of the Vocational Education Act of 1963 and subject to approval of the Commissioner, standards and criteria for specific categories of vocational training institutions which have no alternative route to establish eligibility for Federal aid.

Meetings in 1973: March 28-30
May 24-25
September 24-26
December 10-12

Members as of December 31, 1973:

George L. Grassmuck (Chairman)
Professor of Political Science
University of Michigan
Ann Arbor, Mich. 48104

John E. Barrows
Director of Institutional Studies
University of Kentucky
Lexington, Ky. 40506

Thomas C. Bolton, President
Mills River Tomato
Corporation
P.O. Box 67
Horse Shoe, N.C. 28742

Roma Brown, Student
Department of Medical Technology
College of Allied Health
Professions
Temple University
3525 Germantown Avenue
Philadelphia, Pa. 19140

Honorable Lillian W. Burke
Judge
Cleveland Municipal Court
One Lakeside Avenue
Cleveland, Ohio 44113

Marie A. Chavez
Student
University of Oklahoma
1005 Jenkins
Norman, Okla. 73069

Leadie M. Clark
Assistant Superintendent
of Instruction
Los Rios Community College
District
2011 Arden Way
Sacramento, Calif. 95825

John F.X. Irving, Dean
School of Law
Seton Hall University
40 Clinton Street
Newark, N.J. 07108

President Abner V. McCall
Baylor University
Waco, Tex. 76703

Wendell H. Pierce
Executive Director
Education Commission of the
States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colo. 80203

George Ramey, Director
Mayo State Vocational School
Third Street
Paintsville, Ky. 41240

President James P. Steele
American College of Radiology
Box 650
Yankton, S. Dak. 57078

Honorable Walter D. Talbot
State Superintendent of
Public Instruction
Utah State Board of Education
Salt Lake City, Utah 84111

Valleau Wilkie, Jr.
Executive Director
Sid Richardson Foundation
Box 12432
Fort Worth, Tex. 76116

Philip H. Wye
Teacher
Haven Middle School
2417 Prairie Avenue
Evanston, Ill. 60201

## National Advisory Council on Adult Education

### FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of the Adult Education Act, including policies and procedures governing the approval of State plans under section 306 of this act and policies to eliminate duplication and to effectuate the coordination of programs under the Adult Education Act and other programs offering adult education activities and services. The Council reviews the administration and effectiveness of programs under this act, makes recommendations with respect thereto, and makes annual reports to the President of its findings and recommendations (including recommendations for changes in this act and other Federal laws relating to adult education activities and services). The Secretary of Health, Education, and Welfare coordinates the work of the Council with that of other related advisory councils.

Meetings in 1973: February 18-20
March 22-24
June 14-16
September 13-15
November 15-17

Members as of December 31, 1973:

Harold Spears (Chairman)
Consultant to Schools
School of Education
Education 241
Indiana University
Bloomington, Ind. 47401

Roberta Church
Consultant on the Aging
Social Rehabilitation Service
U.S. Department of Health,
Education, and Welfare
Washington, D.C. 20201

Brent H. Gubler
Coordinator of Adult Education
Utah State Board of Education
Salt Lake City, Utah 84111

Ann D. Hopkins
Housewife
4302 Wendover Road
Baltimore, Md. 21218

President Norbert J. Hruby
Aquinas College
Grand Rapids, Mich. 49506

William R. Langner
Director, Langner Learning
Center
Richmond, Va. 23230

President T. Kong Lee
Lincoln University
858 Clay Street
San Francisco, Calif. 94108

Lois E. Marshall
Dean of Community Services
Bergen Community College
Paramus, N.J. 07652

President William P. Miller
Muskingum College
100 Montgomery Hall
New Concond, Ohio 43762

Honorable Charles P. Puksta
Mayor, City of Claremont
6 Elm Street
Claremont, N.H. 03743

Donald F. Rodgers
Executive Director
Board of Urban Affairs
New York Building and
Construction Industry
605 3rd Avenue
New York, N.Y. 10016

Alfredo N. Saenz
Assistant Superintendent
Harlandale Independent
School District
102 Genevieve Street
San Antonio, Tex. 78285

James E. Stratten
Chief, Division of
Apprenticeship Standards
Department of Industrial
Relations
455 Golden Gate Avenue
San Francisco, Calif. 94108

Marjorie Trombla
Trombla's Jewelers
109 South Atchinson
El Dorado, Kans. 67042

Marilyn Van Derbur
TV Personality and Lecturer
718 17th Street
Denver, Colo. 80222

## Advisory Committee on the Education of Bilingual Children

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) concerning the preparation of general regulations for and (2) with respect to policy matters arising in the administration of the Bilingual Education Act, including the development of criteria for approval of applications thereunder. The Commissioner, with the approval of the Secretary, appoints such special advisory and technical experts and consultants as may be useful and necessary in carrying out the functions of the Committee.

Meetings in 1973: None

Members as of December 31, 1973: None--Selection pending.

## National Advisory Committee on Education of the Deaf
(Committee merged with Handicapped Children - Aug. 17, 1973)

FUNCTIONS

The Committee advised the Secretary of Health, Education, and Welfare and the Commissioner of Education with respect to the education of the deaf. The Committee performed the following functions:

1. Made recommendations to the Commissioner and the Secretary for the collection of data to facilitate evaluation and problem identification.

2. Identified emerging needs for the education of the deaf and suggested innovations to meet such needs or otherwise improve education for the deaf.

3. Suggested promising areas for inquiry to give direction to Federal research in the education for the deaf.

Meetings in 1973: May 10-11

Members as of December 31, 1973: None

## Advisory Council on Developing Institutions

### FUNCTIONS

With respect to the program authorized by title III of the Higher Education Act of 1965, as amended, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, assists the Commissioner of Education (1) in identifying developing institutions through which the purposes of that title may be achieved and (2) in establishing the priorities and criteria to be used in making grants under section 304(a) of that title.

Meetings in 1973: June 18-19
October 1-2

Members as of December 31, 1973:

Calvin B.T. Lee (Chairman)
Chancellor
University of Maryland
Baltimore County
5401 Wilkens Avenue
Baltimore, Md. 21228

Pastora San Juan Cafferty
Assistant Professor
School of Social Service
Administration
University of Chicago
Chicago, Ill. 60637

Vivien Davenport
Graduate Student
Atlanta University
Atlanta, Ga. 30314

President Norman C. Francis
Xavier University of Louisiana
7325 Palmento Street
New Orleans, La. 70125

Douglas L. Hallett
Graduate Student
Harvard University
Boston, Mass. 02138

Dwight Lomayesva
Director, Special Services
Program for Indian Students
Riverside City College
Riverside, Calif. 92503

President Robert R. Martin
Eastern Kentucky University
Richmond, Ky. 40475

Samuel Nabrit
Executive Director
Southern Fellowship
Foundation
795 Peachtree Street
Atlanta, Ga. 30308

Rita A. Ortiz
Assistant Professor
School of Social Work
Columbia University
622 West 113th Street
New York, N.Y. 10028

## National Advisory Council on the Education of Disadvantaged Children

### FUNCTIONS

The Council (1) reviews and evaluates the administration and operation of title I of the Elementary and Secondary Education Act, including its effectiveness in improving the educational attainment of educationally deprived children and the effectiveness of programs to meet their occupational and career needs, and (2) makes recommendations for the improvement of this title and its administration and operation. Recommendations take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

The Council makes such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and makes an annual report to the President and the Congress.

Meetings in 1973: January 5-6
February 15-16
March 16-17
June 22-23
July 20-21
August 17-18
September 6-7
October 24-25
November 7-8
December 5-6

Members as of December 31, 1973:

Alfred McElroy (Chairman)
Port Arthur Independent
School District
P.O. Box 1294
Port Arthur, Tex. 77540

Jose Barbosa-Muniz
Executive Assistant
to the President
University of Puerto
P.O. Box "AD"
San Juan, P.R. 00931

Irene Cardenas Cardwell
Housewife
502 Plaza
Del Rio, Tex. 78840

Honorable Barbara Culver
Judge
1007 Needly Street
Midland, Tex. 79701

Camille V. Dabney
Director, Community Education
for District 189
East Side High School
4901 State Street
East St. Louis, Ill. 62201

Frederick D. Felder, Jr.
Consultant, Work Opportunity
Center
107 Southeast Fourth Street
Minneapolis, Minn. 55414

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Portland, Oreg. 97201

Wilbur H. Lewis
Assistant Superintendent,
Curriculum and Research
Parma Public Schools
6726 Ridge Road
Parma, Ohio 44129

Owen F. Peagler
Dean, School of Continuing
Education
Pace College
Pace College Plaza
New York, N.Y. 10038

Estelle Sotirhos
Housewife
1016 Fifth Avenue
New York, N.Y. 10028

## National Advisory Council on Education Professions Development

### FUNCTIONS

The Council (1) reviews the operation of title V of the Higher Education Act and of all other Federal programs for the training and development of educational personnel and (2) evaluates their effectiveness in meeting needs for additional educational personnel and in achieving improved quality in training programs as evidenced in the competency of persons receiving such training when entering positions in the field of education. The Council also advises the Secretary of Health, Education, and Welfare and the Commissioner of Education with respect to policy matters arising in the administration of this title and any other matters, relating to the purposes of this title, on which their advice may be requested.

The Council makes an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year.

Meetings in 1973: January 30
March 28-30
May 16-18
September 12-14
December 5-7

Members as of December 31, 1973:

President Larry Blake (Chairman)
Flathead Valley Community College
Box 1174
Kalispell, Mont. 59901

Lyle E. Anderson, Jr.
Chairman, Broward County School Board
1320 SW. 4th Street
Fort Lauderdale, Fla. 33312

Waldo R. Banks, President
American Educational Economic Association Foundation
P.O. Box 4608
Carson, Calif. 90746

Jason E. Boynton
Associate Professor of Education
Director, Center for Educational Field Services
Department of Education
Verrette House
University of New Hampshire
Durham, N.H. 03824

R. Creighton Buck
Professor of Mathematics and Acting Director, Mathematics Research Center
University of Wisconsin
Madison, Wis. 53706

Jennie Caruso
Housewife
5500 Clement Drive
Maple Heights, Ohio 44137

Helen G. Edmonds
Dean of the Graduate School
North Carolina College
Durham, N.C. 27707

Janet C. Erickson
Former Teacher
915 Orlando Place
San Marino, Calif. 91108

Thomas R. Hill
Political Science Department
Black Hills State College
Spearfish, S.Dak. 57783

M. Elizabeth Jacka
Executive Vice President
National Merit Scholarship
Corporation
990 Grove Street
Evanston, Ill. 60201

Julia M. Jacobsen
Coordinator of Government
Relations for Lynchburg
College and Sweet Briar College
4416 Edmunds Street, NW.
Washington, D.C. 20007

Marvin D. Johnson
Vice President for University
Relations
The University of Arizona
Tucson, Ariz. 85721

President Arnulfo L. Oliveira
Texas Southmost College
Brownsville, Tex. 78520

Joseph S. Random
Attorney at Law
Jaffee, Snider, Raith, Garratt
and Heuer, P.C.
1800 First National Building
Detroit, Mich. 48226

Martin W. Schoppmeyer
Professor of Education
University of Arkansas
Fayetteville, Ark. 72701

## Advisory Committee on Education of Spanish and Mexican Americans
(Terminated June 30, 1973)

### FUNCTIONS

The Committee advised the Commissioner and the Secretary on problems central to the education of Spanish speaking children and adults, particularly those of bilingual, bicultural families. It recommended, where appropriate, shifts in emphasis of Department programs to accommodate special, as well as generic, needs of the Spanish speaking and recommended new legislation when and if it was necessary.

Meetings in 1973: January 10
March 14-15
April 11-12

Members as of December 31, 1973: None

## Advisory Council on Environmental Education
(Abolished Aug. 17, 1973)

FUNCTIONS

The Council advised the Secretary of Health, Education, and Welfare and the Commissioner of Education. Specifically, the Council:

1. Advised the Commissioner and the Office of Education concerning the administration of, preparation of general regulations for, and operation of programs assisted under the Environmental Education Act.

2. Made recommendations to the Office of Education with respect to the allocation of funds appropriated pursuant to subsection (d) among the purposes set forth in paragraph (2) of subsection (b) of the act and the criteria to be used in approving applications.

3. Developed criteria for the review of applications and their disposition.

4. Evaluated programs and projects assisted under the Environmental Education Act and disseminated the results thereof.

Meetings in 1973: January 25-27
May 16-18

Members as of December 31, 1973: None

## National Advisory Council on Equality of Educational Opportunity

### FUNCTIONS

The Council advises the Secretary of Health, Education, and Welfare and the Assistant Secretary for Education. More specifically, the Council:

1. Advises the Assistant Secretary for Education with respect to the operation of the Emergency School Aid Act, including the preparation of regulations and the development of criteria for the approval of applications.

2. Reviews the operation of the program with respect to (a) its effectiveness in achieving the purposes of the act and (b) the Assistant Secretary's conduct in the administration of the program.

3. Not later than March 31 of each year, submits an annual report of its activities, findings, and recommendations to the Congress.

Not later than December 1, 1974, the Council must submit to the Congress a final report on the operation of the program. Prior to that date, it must submit through the Secretary to the Congress at least two interim reports which must include a statement of its activities and of any recommendations it may have with respect to the operation of the program.

Meetings in 1974: February 2-3
March 2-3
April 26-27
July 12-14
September 13-14
December 13-14

Members as of December 31, 1973:

Honorable Dale P. Parnell (Chairman)
State Superintendent of
Public Instruction
942 Lancaster Drive, NE.
Salem, Oreg. 97310

Wells Awsumb
Housewife
4411 Walnut Grove Road
Memphis, Tenn. 38117

June G. Cameron
Housewife
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Pittsburgh, Pa. 15228

Loftus C. Carson
Executive Director
Monroe County Human Relations
Commission
Rochester, N.Y. 14614

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Gainsville, Fla. 32601

Lawrence F. Davenport
Vice President for Development
Tuskegee Institute
Tuskegee Institute, Ala. 36088

Abbott Joseph Gerry
Chancellor
St. Anselm's College
Manchester, N.H. 03102

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Associate Professor of
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Department of Psychiatry
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Jackson F. Lee
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Fayetteville, N.C. 28301

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Worcester, Mass. 01610

Haruko Morita
Principal, Garvanza Elementary
School
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Los Angeles, Calif. 90042

Frederick Mosteller
Professor of Mathematical
Statistics
Department of Social Relations
Harvard University
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Cambridge, Mass. 02138

Richard E. Pesqueira
Vice President for Student
Affairs
New Mexico State University
Las Cruces, N.Mex. 88001

Lyman F. Pierce
Doctorial Student
Star Route
Kill Buck, N.Y. 14748

Carmen A. Rodriguez
Assistant Principal, P.S. 37
425 East 145th Street
Bronx, N.Y. 10457

## National Advisory Council on Ethnic Heritage Studies

### FUNCTIONS

With respect to the Ethnic Heritage Studies Program authorized by title IX of the Elementary and Secondary Education Act of 1965, the Council carries out the functions specified in part D of the General Education Provisions Act. The Council:

1. Advises the Commissioner of Education concerning the administration and operation of the Ethnic Heritage Studies Program.

2. At the request of the Commissioner or his designee, evaluates the effectiveness of current ethnic programs in schools and institutions of higher education.

3. Recommends priorities regarding the types of programs and projects which should be funded at the preschool, elementary, secondary, higher education, or community levels to best achieve the purposes of this legislation.

4. Reviews the effectiveness of programs funded under this act and recommends the most expedient means for communicating to educators, community leaders, and the general public the positive role which ethnicity can play.

5. Submits an annual report of its activities, findings, and recommendations to the Congress not later than March 31 of each calendar year.

Meetings in 1973: None

Members as of December 31, 1973: None--Selection pending.

National Advisory Council on Extension and Continuing Education

FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of title I of the Higher Education Act, including policies and procedures governing the approval of State plans under section 105(b) of that act and policies to eliminate duplication and to effectuate the coordination of programs under this title and other programs offering extension or continuing education activities and services.

2. Reviews the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, makes recommendations with respect thereto, and makes annual reports of its findings and recommendations (including recommendations for changes in the provisions of title I of the Higher Education Act and other Federal laws relating to extension and continuing education activities).

3. Is to review programs and projects carried out with assistance under title I of the Higher Education Act prior to July 1, 1973. This review is to include an evaluation of specific programs and projects with a view toward ascertaining which of them show, or have shown, (1) the greatest promise in achieving the purposes of such title and (2) the greatest return for the resources devoted to them. The review is to be carried out by direct evaluations by the National Advisory Council, by use of other agencies, institutions, and groups, and by the use of independent appraisal units.

Meetings in 1973: February 14-15
May 30-31
August 20-21
October 25-26

Members as of December 31, 1973:

Ruth O. Crassweller (Chairman)
Television Producer
3810 Gladstone Street
Duluth, Minn. 55804

Nancy Boykin
Director, Continuing Education for Girls
Division of Personnel Services
Detroit Public Schools
10100 Grand River
Detroit, Mich. 48204

Newton O. Cattell
Director, Federal Relations
Pennsylvania State University
University Park, Pa. 16802

Byron F. Fullerton
Associate Dean
University of Texas Law School
2500 Red River
Austin, Tex. 78705

Mark Guerra
Director, Inter Group Education
Campbell University High School District
3235 Union Avenue
San Jose, Calif. 95125

Samuel I. Hayakawa
President Emeritus
San Francisco State University
1600 Holloway Avenue
San Francisco, Calif. 94132

Kenneth T. Lyons, President
National Association of Government Employees
17 Robinwood Road
Norwood, Mass. 02062

One representative each from:

U.S. Departments of Agriculture, Commerce, Defense, State and Housing and Urban Development
Office of Education
Small Business Administration

Julius J. Mastro
Associate Professor of Political Science
Drew University
Madison, N.J. 07940

Honorable Nicholas A. Panuzio
Mayor, City of Bridgeport
45 Lyon Terrace
Bridgeport, Conn. 06604

Robert F. Ray
Dean, Extension and University Services
University of Iowa
Iowa City, Iowa 52240

Evelyn Silas
Housewife
730 Wingfield Street
Jackson, Miss. 39209

Dorothy J. Symes
Civic Leader
552 Locust Street
Lockport, N.Y. 14094

## Advisory Council on Financial Aid to Students

### FUNCTIONS

With respect to the program authorized by title IV of the Higher Education Act, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, advises the Commissioner of Education on matters of general policy arising in the administration of student financial assistance programs and on evaluation of the effectiveness of these programs. The Council functions as a general body and through two subcommittees. One subcommittee concerns itself with the Guaranteed Student Loan Program, part B of title IV, and the other with the Student Assistance Programs of parts A, C, and E.

As a general body the Council:

1. Reviews the accomplishments and problems of the financial assistance programs and makes recommendations to the Commissioner on changes in statutes, regulations, policies, or procedures.

2. Makes recommendations to the Commissioner on methods of financial support for students in postsecondary education.

The Guaranteed Student Loan Program Subcommittee:

1. Reviews and evaluates lender participation in the program so as to maximize their participation and make loans more readily available to students.

2. Reviews and evaluates on a continuing basis the default and recovery activities of the program, making recommendations to the Commissioner on effective ways to hold default rates within reasonable limits and at levels acceptable to the Congress and the lending community.

3. Makes recommendations to the Commissioner on methods and procedures that can be used to identify the high risk student and reduce his tendency to default on his obligation.

The Student Assistance Subcommittee:

1. Makes recommendations on the development of needs analysis systems.

2. Makes recommendations for the coordination of all student aid programs with special programs for students from disadvantaged backgrounds.

3. Makes recommendations for the coordination of existing Federal and State student aid programs and for the development of programs of incentive grants in States without such programs.

Meetings in 1973: None--Members appointed October 1973

Members as of December 31, 1973:

President Jack H. Jones (Chairman)
Jones College
Jacksonville, Fla. 32211

Douglas N. Avery
Executive Vice President
Ohio Association of Insurance Agents, Inc.
79 East State Street
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Student
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760 East 820 North, Apt. 201
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1118 Cherry Street
Green Bay, Wis. 54301

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New Jersey State Scholarship Commission
Department of Higher Education
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Senior Fellow
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Stanford University
Stanford, Calif. 94305

President Hugh M. Gloster
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Charles E. Gordon
Director of Special Projects
Wayne State University
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Mildred Y. McAuley
Student Placement and Financial Aid Officer
Grossmont College
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Hamel, Park, McCabe, Saunders
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Washington, D.C. 20006

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Vice Chairman of the Board
Banco Popular de Puerto Rico
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San Juan, P.R. 00936

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Manager, Fort Hood Federal Credit Union
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Kileen, Tex. 76544

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First Vice President, CUNA
Morris Agency, Inc.
300 North Broadway
Watertown, S.Dak. 57201

Donald M. Routh
Assistant Dean in Charge of
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106 Converse Hall
Amherst College
Amherst, Mass. 01002

Crispin E. Sanchez
Dean of Student Personnel Services
Laredo Jr. College
P.O. Box 738
Laredo, Tex. 78040

Miriam Wagenchein
Dean, College of Arts and
Humanities and Professor of
Sociology
Texas A&I University at Corpus
Christi
6300 Ocean Drive
Corpus Christi, Tex. 78411

Mary G. Waite, President
Farmers and Merchants Bank
P.O. Box 220
Centre, Ala. 35960

Carol Wennerdahl
Director, Illinois Guaranteed
Loan Program
P.O. Box 33
102 Wilmont Road
Deerfield, Ill. 60606

## Advisory Council on Graduate Education
(Abolished August 17, 1973)

FUNCTIONS

The Council advised the Commissioner of Education on matters of general policy arising in the administration by the Commissioner of programs relating to graduate education.

Meetings in 1973: None

Members as of December 31, 1973: None

## National Advisory Committee on Handicapped Children
(Committee merged with Education of the Deaf--August 17, 1973)

### FUNCTIONS

The Committee advised the Secretary of Health, Education, and Welfare and the Commissioner of Education. The Committee reviewed the administration and operation of the programs authorized by the Education of the Handicapped Act and other provisions of law administered by the Commissioner with respect to handicapped children, including their effect in improving the educational attainment of such children, and made recommendations for the improvement of such administration and operation with respect to such children. Such recommendations took into consideration experience gained under these and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children. The Advisory Committee from time to time made such recommendations as it deemed appropriate to the Commissioner and made an annual report of its findings and recommendations to the Commissioner not later than March 31 of each year.

Meetings in 1973: February 1-3
June 6-8

Members as of December 31, 1973: None

## National Advisory Committee on the Handicapped
(Established October 9, 1973)

FUNCTIONS

The Committee reviews the administration and operation of programs authorized by the Education of the Handicapped Act, and other provisions of law administered by the Commissioner with respect to handicapped persons, including their effect in improving the educational attainment of such people. It reviews the administration and operation of special institutions (National Technical Institute for the Deaf, Gallaudet College, Kendall Demonstration Elementary School, Model Secondary School for the Deaf, American Printing House for the Blind, and the National Center on Education Media and Materials for the Handicapped) and makes recommendations for improving their administration and operation, and their assistance to handicapped people.

Meetings in 1973: October 17-19

Members as of December 31, 1973:

Daniel Ringelheim (Chairman)
Deputy Assistant Commissioner
Branch of Special Education and
Pupil Personnel Services
State Department of Education
225 West State Street
Trenton, N.J. 08625

Catherine P. Breen
Corporate Training Director
Montgomery Ward & Company
619 West Chicago Avenue
Chicago, Ill. 60607

Victor H. Galloway
Director of Professional Services
Model Secondary School for the Deaf
Gallaudet College
7th and Florida Avenue, NE.
Washington, D.C. 20002

Phyllis M. Harper
Retired Teacher
420 North 16th Street
Keokuk, Iowa 52632

Peggy Johnstone, Coordinator
Jefferson County Community Center
for the Retarded, Inc.
5628 Kendall Court
Arvada, Colo. 80002

Harriet G. Kopp, Chairman
Development of Deaf Education
Department of Speech Pathology
and Audiology
San Diego State College
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Wesley C. Meierhenry
Chairman and Professor
Adult and Continuing Education
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Optometrist
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Education Programs, Low
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Special Education Section
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Austin High School
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El Paso, Tex. 79930

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West Chester, Pa. 19375

## National Advisory Council on Indian Education

### FUNCTIONS

The Council advises the Commissioner of Education and the Secretary of Health, Education, and Welfare with regard to programs benefiting Indian children and adults. More specifically, the Council:

1. Submits to the Commissioner a list of nominees for the position of Deputy Commissioner of Indian Education.

2. Advises the Commissioner with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate, or from which they can benefit, including title III of the act of September 30, 1950 (Public Law 81-874), and section 810 of the Elementary and Secondary Education Act of 1965 (both as added by title IV of Public Law 92-318) and with respect to adequate funding thereof.

3. Reviews applications for assistance under title III of the act of September 30, 1950 (Public Law 81-874), section 810 of title VIII of the Elementary and Secondary Education Act and section 314 of the Adult Education Act (all as added by title IV of Public Law 92-318), and makes recommendations to the Commissioner with respect to their approval.

4. Evaluates programs and projects carried out under any program of the Department of Health, Education, and Welfare in which Indian children or adults can participate, or from which they can benefit, and disseminates the results of such evaluations.

5. Provides technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children.

6. Assists the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under section 303(b) of the act of September 30, 1950 (Public Law 81-874) as added by title IV of Public Law 92-318.

7. Submits to the Congress not later than March 31 of each year a report on its activities, which includes any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit. The report also includes a statement of the National Council's recommendations to the Commissioner with respect to the funding of any such programs.

Meetings in 1973: June 16-20
July 26-28
October 23-24
November 17-19

Members as of December 31, 1973:

Joseph E. Upicksoun (Chairman)
President, Arctic Slope Regional Corporation
P.O. Box 566
Barrow, Ala. 99723

Ellen A. Allen, Coordinator
Johnson-O'Malley Program
Powhattan Unified School District
Box 105
Powhattan, Kans. 66439

Will D. Antell, Director
Indian Education
Minnesota State Department of Education
550 Cedar Street
St. Paul, Minn. 55101

Theodore D. George
Coordinator, Special Programs and Indian Education
North Kitsap Junior High
Poulsbo, Wash. 98370

Amelia Ann Glenn
Law Student
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Genevieve D. Hopper
Executive Board, Finance and Budget Committee and Enrollment
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Sue L. Lallmang
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Patricia Ann McGee
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Daniel Peaches
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Navajo Tribe
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David Risling
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University of California
Davis, Calif. 95616

Geraldine Bobelu Simplicio
Education Advisor Manager
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Pueblo of Zuni Education Office
Box 338
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Clarence W. Skye
Executive Director
United Sioux Tribes of
South Dakota
Development Corporation
Pierre, S. Dak. 57501

Fred Smith, President
Seminole Tribe
6073 Sterling Road
Hollywood, Fla. 33024

Boyce D. Timmons
Board of Directors
Cherokee Historical Society
106 East Constitution
Norman, Okla. 73069

Karma W. Torklep
Director of Title I Program-
Reading Specialist
Ramah Navajo High School
Ramah, N. Nex. 87321

## Advisory Council on Library Research, Training, and Resources
(Abolished May 18, 1973)

FUNCTIONS

The Council:

1. Advised the Commissioner of Education with respect to matters of general policy concerning the administration of title II of the Higher Education Act.

2. Made recommendations to the Commissioner regarding future goals and directions of programs administered under this title.

3. Advised the Commissioner concerning special services necessary and/or special problems involved in programs administered pursuant to title II of the Higher Education Act.

4. Made an annual report of its activities, findings, and recommendations to the Congress not later than March 31 of each year.

Meetings in 1973: None

Members as of December 31, 1973: None

## National Council on Quality in Education

FUNCTIONS

The Council:

1. Reviews the administration of general regulations for and operation of the programs assisted under the Elementary and Secondary Education Act at the Federal, State, and local levels, and under other Federal education programs.

2. Advises the Commissioner of Education and, when appropriate, the Secretary of Health, Education, and Welfare and other Federal officials with respect to the educational needs and goals of the Nation and assesses the progress of educational agencies, institutions, and organizations of the Nation toward meeting those needs and achieving those goals.

3. Conducts objective evaluations of specific education programs and projects in order to ascertain the effectiveness of such programs and projects in achieving the purpose for which they are intended.

4. Reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to part D, section 541, clause (E) of paragraph (3) of subsection (b) of the Elementary and Secondary Education Act.

5. Makes recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs, including the programs authorized by title V of the Elementary and Secondary Education Act.

6. Consults with Federal, State, local, and other educational agencies, institutions, and organizations with respect to assessing education in the Nation and the improvement of the quality of education, including:

    a. Needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved.

    b. Priorities among needs and national goals.

c. Specific means of improving the quality and effectiveness of teaching, curriculums, and educational media, and of raising standards of scholarship and levels of achievement.

7. Conducts national conferences on the assessment and improvement of education, in which national and regional education associations and organizations, State and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education.

8. Conducts, and reports on, comparative studies and evaluations of education systems in foreign countries.

9. Makes an annual report, and such other reports as it deems appropriate, on Council findings, recommendations, and activities to the Congress and the President. (The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and Council activities.)

10. In carrying out its responsibilities, consults with the National Advisory Council on the Education of Disadvantaged Children, the National Advisory Council on Supplementary Centers and Services, the National Advisory Council on Education Professions Development, and such other advisory councils and committees as may have information and competence to assist the Council. (All Federal agencies are directed to cooperate with the Council in assisting it in carrying out its functions.)

Meetings in 1973: None

Members as of December 31, 1973: None--Selection pending.

## Advisory Council on Research and Development
(Abolished Aug. 17, 1973)

**FUNCTIONS**

The Council advised the Commissioner of Education on matters of research policy and specifically on proposals or projects or groups of proposals and projects which represent policy issues, changes, or new departures in programs, suggested fields for special emphasis; and reviewed the operations of all Office of Education research plans, programs, and procedures.

Meetings in 1973: None

Members as of December 31, 1973: None

## National Advisory Council on Supplementary Centers and Services

### FUNCTIONS

The Council reviews the administration of, the general regulations for, and the operation of title III of the Elementary and Secondary Education Act, including its effectiveness in meeting the purposes set forth in section 303 of title III; reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to section 305(a)(2)(E) of title III; evaluates programs and projects carried out under this title and disseminates the results thereof; and makes recommendations for the improvement of this title and its administration and operation.

Meetings in 1973: March 8-9
May 8
September 8-9
December 6-7

Members as of December 31, 1973:

Arthur A. Ballantine (Chairman)
Editor and Publisher
Durango Herald
P.O. Box 61
Durango, Colo. 81301

Martha H. Ayers
Instructor in French and
Senior Social Studies
Greenville High School
Greenville, Ill. 62246

Walter Davis
Director of Education
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## National Advisory Council on Vocational Education

### FUNCTIONS

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education concerning the administration of, and the preparation of general regulations for and operation of vocational and occupational education programs supported with assistance under title I of the Vocational Education Act and under part B of title X of the Higher Education Act of 1965.

2. Reviews the administration and operation of vocational and occupational education programs under these titles, including the effectiveness of such programs in meeting the purposes for which they are established and operated; makes recommendations with respect thereto; and makes annual reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of these titles) to the Secretary for transmittal to Congress.

3. Conducts independent evaluations of programs carried out under these titles and publishes and distributes the results thereof.

4. Reviews the possible duplication of vocational and occupational education programs at the postsecondary and adult levels within geographic areas and makes annual reports of the extent to which duplication exists, together with its findings and recommendations, to the Secretary.

Meetings in 1973: January 12-13, February 26-27, April 4-6, May 3-4, June 28-29, July 26-27, September 6-7, November 8-9

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